DOCUMENT RESUME

ED 423 208 SO 029 252

TITLE The Great War. [Teaching Materials].
INSTITUTION Public Broadcasting Service, Washington, DC.
PUB DATE 1996-00-00
NOTE 341p.; Posters not included with ERIC copy.
AVAILABLE FROM PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698; telephone: 800-344-3337.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *European History; North American History; Primary Sources; Secondary Education; Social History; Social Studies; Teaching Guides; War; World History; *World War I

ABSTRACT

This package of teaching materials is intended to accompany an eight-part film series entitled "The Great War" (i.e., World War I), produced for public television. The package consists of a "teacher's guide," "video segment index," "student resource" materials, and approximately 40 large photographs. The video series is not a war story of battles, soldiers, troop movements, although some of these are included. Rather, the series captures the people in their roles, lives, feelings, thoughts, ambitions, hopes and experiences. The teacher's guide and the accompanying student materials are designed to provide the context and guidance to help both teachers and students understand what World War I was like and what it meant to those affected by it. The videos are a series of eight, 60-minute productions that include actual period film footage, photographs, and other primary sources. Also included are quotes from and interviews with people associated with this conflict and present-day historians. The curriculum package includes eight instructional models, each of which contains the following elements: concepts and themes; key generalizations and ideas; student learning expectations; background discussion; chapter overviews and background; lesson plan suggestions; enrichment activities; additional post-viewing questions; and reproducible student resource worksheets. Included along with the curriculum package is a time line poster, period posters, and period photographs. (RJC)

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TEACHER'S GUIDE

Artifacts courtesy of Jim Bond, Charlottesville, VA

The GREAT WAR

Teacher's Guide

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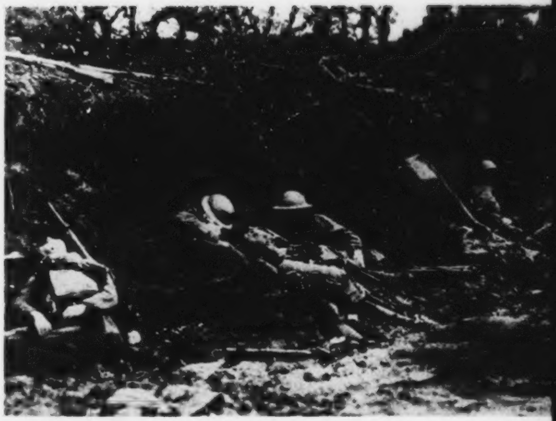


Soldiers in the trench protect themselves from artillery fire just a few feet away from decomposing bodies and body parts of members of their unit.

Photo: The Imperial War Museum

ABOUT THE DELUXE TEACHING EDITION FOR THE GREAT WAR

This video series is not a war story of battles, soldiers and troop movements, although some of these are included. Rather, the series captures the people in their roles, lives, feelings, thoughts, ambitions, hopes and experiences. The series invites you to view the Great War as a human experience and to sense how humans in different nations, walks of life, social positions and genders reacted to and tried to cope with what was occurring in their lives. Viewing this video series may well affect your thoughts and feelings about what occurred during this war and about the war's impact on people then and today.

PBS VIDEO
00:45:32
INDEX

In addition to the narrator's story, the videos contain the words of many people whose statements make sense both in the era of the war and today. These statements–from such sources as personal letters, diaries, reports and conversations–were selected because they capture a particular feeling, a particular perspective or attitude, a particular moment or a particular person. The student activities contain selected statements that should be carefully considered in the context of the particular video, the particular person or persons involved and the entire war.

This teacher's guide and the accompanying student materials were designed to provide the context and guidance to help both teachers and students understand what the Great War was like and what it meant to those affected by it.

ABOUT THE VIDEOS

Each of the eight, 60-minute videos combines actual film footage from the period with live-action documentary, photographs and other primary documents. It also includes quotes from and interviews with people associated firsthand with this conflict and present-day historians. These videos collectively form the public television series ***THE GREAT WAR***.

Each video is divided into chapters portraying a single event, perspective or condition linked to the themes of that video. Each chapter can be viewed apart from the other chapter should you desire to do so.

To facilitate the locating of specific chapters, segments, themes, events, or people in the videos, PBS VIDEO has prepared a special set of PBS VIDEO*index*® tapes for educators. These tapes have been enhanced with a time clock reference that is visible on your screen. The time clock appears as a series of number (e.g. 45:32) and refers to the minute and sec-

No Man's Land, France

ond at which a reference will appear. For instance, the reference given above will appear 45 minutes and 32 seconds into a particular episode. To find the reference, you need only to fast forward the correct episode until the number 45:32 appears on the screen.

The printed PBS VIDEO*index*® contained in this educational package includes an additional number, followed by a backslash (/). This first number refers to the episode, or volume in which the reference can be found. For example, in the index you will find a reference to Jay Winter, historian and co-writer of the series, discussing the Russian Revolution. That number will appear in the printed PBS VIDEO*index*® as 5/49:24. This indicates that Winter's discussion is in the fifth episode (volume), at time clock reference 49:24. To locate the reference on the tape, place volume five in the VCR and fast forward or fast scan until you see the numbers 49:24 appear on your screen. At that point in the tape you can hear Winter discuss the Russian Revolution.

The PBS VIDEO*index*® can also be a powerful resource to create your own thematic lessons. Explore the Subject Index to find the entries for issues, events, people, or places about which you would like to teach. Identify the program segments which refer to those topics, locate them on the videotapes, and use them to create a lesson that fits tightly into your curriculum objectives.

ABOUT THE CURRICULUM PACKAGE

There are eight instructional modules, each of which contains the following elements:

- one or more unifying **CONCEPTS AND THEMES**
- three or more **KEY GENERALIZATIONS AND IDEAS** that are emphasized in the video
- a set of **STUDENT LEARNING EXPECTATIONS** or objectives that specify objectives students are expected to master during each module
- a **BACKGROUND DISCUSSION** of the context and emphasis of the video
- **CHAPTER OVERVIEWS AND BACKGROUND**, including a brief summary of each segment, that should be used to prepare students to listen to the key ideas, concepts and moods the writers and producers intended each module to discuss
- **LESSON PLAN SUGGESTIONS** to help teachers use these materials effectively, including the Student Resources
- a list of possible **ENRICHMENT ACTIVITIES** to help teachers develop a well-rounded course of study and research for the students

The Imperial War Museum

- **ADDITIONAL POST-VIEWING QUESTIONS** to focus and guide students' consideration of what they see, hear and feel as they watch the videos
- a description of each **STUDENT RESOURCE**
- 4-9 reproducible **STUDENT RESOURCES** to help students better understand key concepts that re-enforce the learning objectives.

NOTE: The eight modules are aligned with the eight videos in the series. Modules 6, 7 and 8 contain information and student activities relative to the United States for those who want to focus on the experiences of the United States in this war and its aftermath. Teachers should note that nearly all the student activities included in these eight modules can be used independently of the videos

Getting use to the gas mask. This kitchen helper is helping to prepare a meal while wearing a gas mask. Recruits were required to wear gas masks during a wide variety of tasks so that they got used to wearing them and could complete these necessary tasks even during a gas attack.

The National Archives

SPECIAL LITERARY ENRICHMENT MATERIALS

Module 9 contains the following:

- an **INTRODUCTION** to the purpose and contents of the module.
- a set of nine literary enrichment handouts consisting of poems, diary excerpts or extended quotations that provide unique personal observations and responses to events, issues, conditions and actions during or about the war. Each activity includes a set of questions for student to answer.

NOTE: These literary and personal perspectives are useful in conjunction with one or more of the videos as well as with traditional textbook approaches to instruction on the Great War.gas attack, the soldiers' responses to the poison gas, and the effects on the men caught without their gas masks. He captures the terror, horror and destructive effects of the gas as it rolls across no man's land to claim more victims.

ADDITIONAL RESOURCES INCLUDED IN THIS CURRICULUM PACKAGE

An additional set of resource materials is provided for use by both you and your students. These resources include:

A TIME LINE POSTER — a comprehensive and visually involving 13"x78" time line poster depicting the key events and dates leading up to the war, during the war and the aftermath of the war.

PERIOD POSTERS — a collection of four-color British and American World War I recruiting posters that exemplify the types of propaganda and emotional messages used to recruit soldiers, women workers, and generally to support the war effort.

PHOTOGRAPHS — over forty rare and graphic photographs depicting the realities of the war, its leaders, the common soldiers, and the aftermath of this massive clashes of man, animal and machine.

COMPANION BOOK AVAILABLE SEPARATELY

A 386-page coffee table book entitled *The Great War and the Shaping of the Twentieth Century*, written by Jay Winter and Blaine Baggett, and published in 1996 by Penguin/Press, complements this video series; it contains much that could not be included in 8 hours of video.

MAJOR STUDENT LEARNING EXPECTATIONS

Students who watch this video series and make use of the materials in the curriculum package should be able to accomplish the following:

- Identify the attitudes, policies, actions and conditions that set this war apart from previous wars.

- Determine the extent to which the words "violence," "atrocity," "slaughter," "stalemate" and "horror" are appropriate descriptors of the events of this war.

- Recognize the implications of the fact that this war was as much a war by and against civilians as it was by and against the armed forces of the combatant nations.

- Assess the roles and effects of new weapons of warfare and the strategies of the warring nations in their efforts to win the war.

- Identify ways that the war affected both military personnel and civilians, both during and after the war.

- Determine how the personalities, biases, beliefs and emotional dispositions of the leaders of the warring nations affected the war effort–and might have affected efforts to avoid the war or to settle on an earlier peace.

- Understand the extent to which the war sheltered no social class and brought about greater levels of social integration, interaction and cooperation than had ever existed in any of the combatant nations.

- Explain how the way the war was managed led both soldiers and civilians to demand changes in the values and actions of their leaders.

- Explain the meaning of the label "The Lost Generation" in the context of the war and the lives of the people after the war.

- Explain why scholars claim that the Great War set the violent 20th century in motion.

- Explain how the art and literature of the prewar and during-the-war periods reflected the thoughts and emotions of their creators and the mood of the public.

- Explain the concept of "total war," and describe the actions taken and conditions that existed during the Great War that justify historians' claims that it was such a war.

- Describe the immediate and long-term effects of the Great War for each combatant nation and for selected subgroups within each nation or empire.

- Describe current situations in the world that may have their origins in the Great War or in conditions affected by the war.

- Identify specific ways that postwar events and conditions were (and may still be) similar to events or conditions prior to or during the Great War.

The Imperial War Museum

Soldiers in a sand-bagged trench in 1917

BACKGROUND TO *THE GREAT WAR*

A soldier "hanging on the wire" amidst fallen members of his unit. Thousands of miles of barbed wire, an American invention, were strung up in front of the trenches of both sides in order to delay an enemy advance across no man's land.

The Hoover Institution Archives

Even more than the year 1901, the beginning of the Great War–as it was called in its time–in July 1914 marks the emergence of this century. The Great War brought an end to the way of life of the 1800s and inaugurated what we consider to be the modern age. The world continues to be shaped by what happened during and after this war. The magnitude of violence, death and psychological and emotional stress–as well as their intensity, continuation and democratization–during this war set it apart from all previous wars and established the tone for the violence that characterizes the 20th century. No one who experienced this war directly or indirectly was unchanged. No nation, social class or society emerged unchanged or was better off for having been involved.

In the summer of 1914, nearly everyone expected a short war with everything being settled "by Christmas." In the next four years, however, 70 million men participated in military duty and there were over 30 million military casualties, including 9 million dead; over 3 million widows and 10 million orphans had to adjust to their losses. Over 9 million civilians also died. In addition to the violence, horrors, suffering and atrocities on the battlefront and the deliberate war against civilians, this war also led to the genocide of the Armenians, the first genocide of this century.

The Great War was the first massive and constant total war fought by both sides. Anyone and everyone on the opposing side was considered an enemy and a legitimate target for attack–not only people in uniform, but also civilians of all ages, genders, backgrounds and abilities. To press the war effort, new weapons were introduced, such as poison gases, flame throwers, tanks, hand grenades, long-range artillery and military air craft; old weapons were made more deadly, such as the machine gun, the submarine and mines; and new tactics, such as unrestricted submarine warfare, were introduced. Traditional tactics and ways of waging war–such as massed attacks across open fields, the charge of the cavalry and the wearing of brightly colored uniforms–meant virtual slaughter on the battlefield and became obsolete.

The violence and death accompanying this war were unequaled in human history. Only World War II surpassed it in the intensity, extent and severity of the violence and destruction. No prior war had ever directly touched or adversely affected the personal lives of so many individuals, nations and ethnic groups–both during the war and for decades afterward. Without the Great War, World War II may not have occurred; it surely would not have occurred for the reasons and in the manner and time that it did.

THE GREAT WAR series covers the period from the last decades of the 1800s to the end of 1919 and beyond. Because this war was a world war, the series makes reference to people, places or actions on five continents; however, it focuses primarily on the conditions, actions and events in Great Britain, France, Germany, Russia, Turkey and the U.S. The narrative tells only some of the countless stories that could be told of this era and this conflict. In many ways, the video represents an 8-hour snapshot that–like all snapshots–exposes only part of what is there to capture, to experience and to reconstruct. Snapshots cannot convey all the contexts, thoughts and feelings of all the people involved in or affected by what the picture contains.

THE MODULES

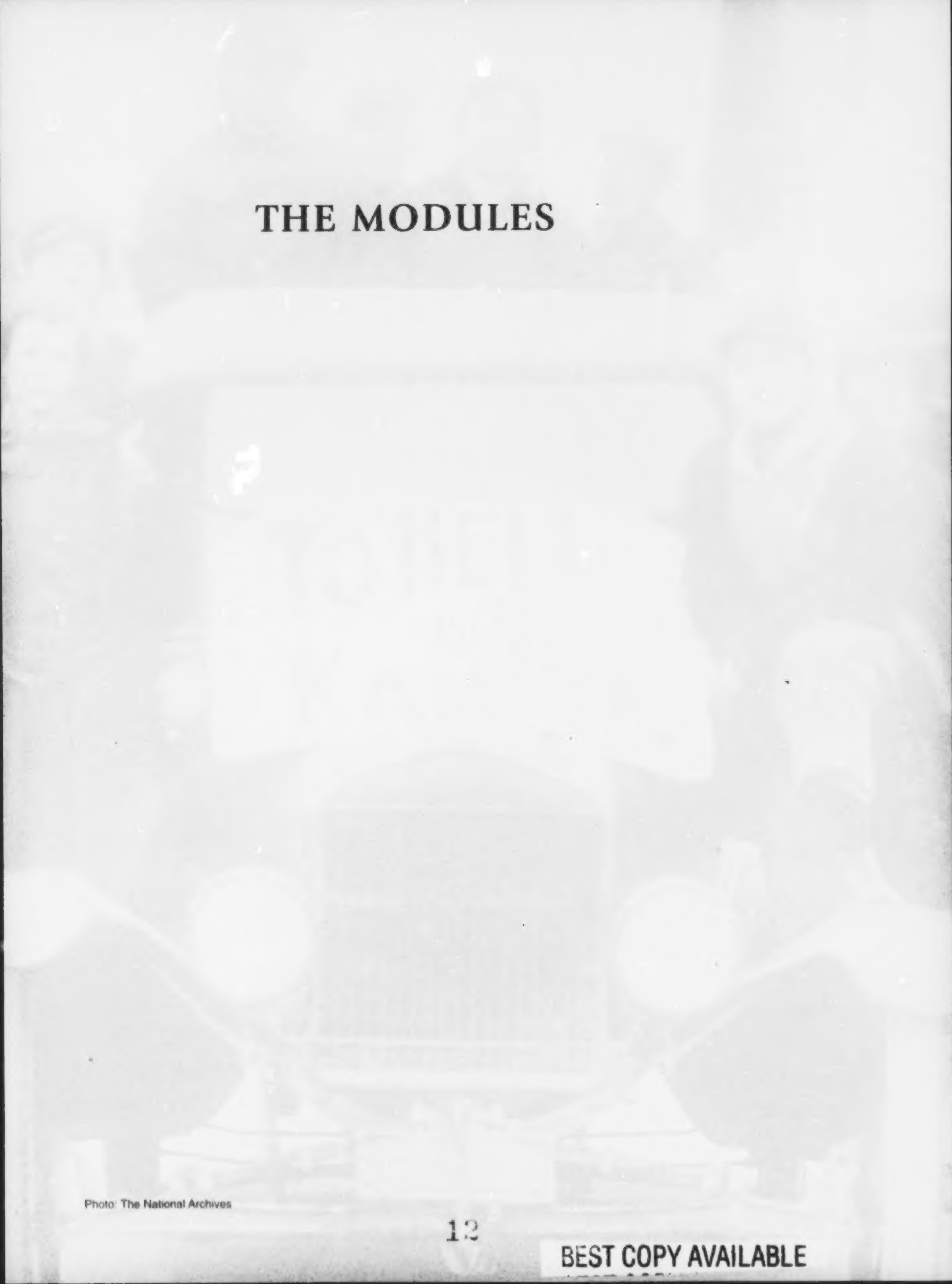


Photo: The National Archives

MODULE 1: *EXPLOSION*

CONCEPTS AND THEMES

Change, Instability, Tradition, Clashes, Mobilization, Balance of Power, Honor, Explosion

KEY GENERALIZATIONS AND IDEAS

- In all industrializing nations, both people and social institutions must adjust to changes, to new relationships and to new conditions. Because no single approach to coping with these conditions and problems will be acceptable to everyone in the society, conflicts, clashes and violence are likely to arise between different factions.

The Library of Congress

Kaiser Wilhelm II

- The monarchies of this era made intense efforts to preserve the traditional stature, authority and power of the monarchy and to resist those who insisted on greater participation and control by the people.

- In an environment of rapid, often uncontrolled and unpredictable change, governments tend to use force to preserve law and order, sometimes sacrificing law to maintain order.

- Members of ethnic, racial and other special interest groups use a variety of tactics–both violent and nonviolent–to draw attention to their demands and to achieve their goals.

- The policies, decisions and actions made by the leaders of the major nations of Europe (and eventually the U.S.) in the period just prior to the war were in line with each leader's personality traits, beliefs, temperaments and long-standing ambitions for his nation.

- Once mobilization had been ordered, the majority of people–in both democratic and autocratic nations–supported this war enthusiastically.

- No single person or group can be assigned responsibility for causing this war or for continuing it once it had begun.

STUDENT LEARNING EXPECTATIONS

EXPLOSION discusses some of the important conditions, issues and moods of the period prior to August 4, 1914, as well as ways that individuals tried to adjust to the tremendous changes going on about them, changes in every area of their lives.

At the end of the lesson, students should be able to do the following:

1. Define "instability" and describe at least five conditions or events that reflected the instability in Europe prior to the war.
2. Give at least four examples to illustrate the prewar tension between tradition and maintaining the status quo, on one hand, and the demands for changes and reform, on the other hand.
3. Define "balance of power" and describe the role that Germany needed to play in the international scene to ensure that the balance of power was in its favor.
4. Identify at least five areas in which there was an imbalance during the prewar era between the "haves" and the "have nots," both within the nations of Europe and the U.S. and among the nations.
5. Describe specific ways that the activities and demands of the British suffragettes and German laborers challenged the

status quo and traditions in their respective nations.

6. Explain the issues surrounding the problems in the Balkan States, especially Serbia, and the reasons these states were important to the Austro-Hungarian leaders.

7. Describe the personality, interests and capabilities of monarchs such as Kaiser Wilhelm II and Tsar Nicholas II and how these factors may have affected their abilities to rule and to accept reforms.

8. Describe how the increase in wealth and power of the people of Germany may have made it easier for them to accept (if not want) war in the summer of 1914.

9. Describe how the works and words of the German artist Ludwig Meidner represented his vision of the future of Europe.

10. Describe the ways that individuals, including the Serb Gavrilo Princip, sought to assert their personal identities in the pre-war environment of change, preservation of traditions, expansion and instability.

11. Define "alliance obligations" and describe how the European nations fulfilled these obligations in the six weeks following the assassination of Archduke Ferdinand.

12. Describe the public reactions to the decisions to mobilize for war; identify what these reactions reveal about the mood of the people and about why war was an acceptable course of action in August 1914.

13. Identify the important events and attitudes that led Europe to explode into war in August 1914.

14. Identify at least three reasons the leaders of each of the five major nations sent their armies to war in August 1914.

BACKGROUND DISCUSSION

In the four decades prior to August 1914, the western world and the countries in its sphere of influence were undergoing unprecedented changes in every area of society. Industrial expansion and wealth, both personal and national, had a profound impact on economic conditions, political power and government policies. These changes led to conflicts, jealousies and differences that were not easily reconcilable. Industrialization and expanded economic activity led to clashes between tradition and the need for changes, especially since there was little agreement on what changes were needed. Monarchies and democracies alike sought to cope with the changes and to protect their authority, while pressures from the people erupted in civil unrest, both in Europe and in the U.S. Meanwhile, as the major European nations sought to expand their wealth and territories, they also looked for partners they could turn to in case of war.

Because of the increased productivity of the factories, the new inventions and the continuing expansion of European economies, the majority of Europeans were optimistic about the future in early June 1914. A small number of people, however, sensed a coming apocalypse. The Great War did not begin like World War II, with the leaders of one or two great nations preparing over a period of years to invade other nations in order to expand their territories and gain access to needed resources. While all had plans in the event of a war, none had deliberately prepared to initiate a war.

In the weeks after the assassination of Archduke Ferdinand (the heir to the Austro-Hungarian throne), none of the critical leaders had the power or will to slow down the decisions, actions, reactions and attitude shifts of key government and military leaders. By August, millions of Europeans–especially the military and diplomatic leaders of Austria-Hungary, Germany and Russia–saw war as the way to save their honor, as well as to solve the

A scene inside a German submarine.

The National Archives

internal and international problems that needed to be resolved. Three monarchs who could have averted the war–Kaiser Wilhelm II, Tsar Nicholas II and Emperor Franz Joseph–either made decisions to go to war, felt helpless in the face of pressure from the generals, or did not have the strength and determination to prevent their military's mobilization. The leaders of France, Great Britain and Belgium responded to Germany's mobilization by mobilizing their own armies and preparing to protect their nations and fulfill their treaty obligations.

The National Archives

A German machine gun team early in the war. Machine guns often fired over 300 bullets a minute, and some fired nearly 500 bullets a minute. This weapon changed the entire nature of fighting on the battlefield and was largely responsible for both armies resorting to trenches.

Why did this war begin? What kept this war going? Who was to blame? There are no easy answers to these questions. No one event or person caused the Great War. Rather, the events that led up to the fighting took place in rapid succession and with the widespread support, even celebration, of the people in the major combatant countries. Many factors contributed to the decisions that led to mobilization and to declarations of war. Within a five-week period beginning June 28, 1914, the pressures to go to war "exploded" onto the European scene as the Great War.

CHAPTER OVERVIEWS and BACKGROUND

Chapter 1 *Explosion*
(02:54 - :15:18)

The Great War was begun neither accidentally nor purposefully–nor was it inevitable. No individual or group caused this war, but every European nation had made plans in case someone else began a war. After a brief introduction, the video focuses on Germany's monarch, Kaiser Wilhelm II, whose personality, decisions, ambitions and actions–even as early as 1888–symbolize the instabilities that brought about the actions that exploded into the Great War.

Wilhelm had a withered and useless left arm caused by the use of forceps when he was born that also affected him psychologically and emotionally. He never wanted himself or Germany to appear weak, hence he developed a strong will, an aggressive demeanor and an arrogance that led to a complex mix of stubbornness and instability. Furthermore, he was determined to preserve monarchical traditions and had ambitions for greater power among his European neighbors.

His fondness for Britain's navy and the colonial empire on which "the sun never set" led him to insist on building a fleet to rival Britain's and on finding ways to expand Germany's territories and economic wealth. In trying to attain his ambitions, he ignored Chancellor Otto von Bismarck's advice of the 1870s and 1880s: Always be in the majority of the five most powerful nations in Europe. If Germany were ever on the minority side, Bismarck reasoned, it might be forced to fight a two-front war against three strong nations, a war Germany would not likely win. In July 1914, Germany–with only one weak ally –found itself surrounded and with little chance of maintaining its status and its survival.

Chapter 2 *The Approaching Storm*
(:15:20 - :27:28)

The modern era for European countries began in the 1870s, with an unprecedented number of new inventions and burgeoning industrial output. The economy was expanding rapidly, both nationally and internationally. Many monarchs and democratic leaders translated this growth into a desire for more territory, more wealth and–of course–more military power to secure and protect their gains. In this environment, some people demanded changes in particular segments of the society or government, while others insisted on preserving the status quo and resisting changes. To illustrate the tension between demands for reform and adherence to the status quo, this segment examines the efforts of the British suffragettes to win British women the right to vote. The video shows one suffragette being run over and killed by a horse as she stepped onto a race track to bring attention to this cause. In addition to peaceful protests and activities, some supporters of the suffragettes eventually resorted to violence.

The Socialists also called for reforms, demanding justice and fairness and insisting that the wealth and political power of a nation be used to benefit the majority of that nation's people. The Socialists concentrated on uniting the laborers, especially those in industry, to work cooperatively to bring about their desired reforms. A leading spokesman for the international Socialist movement was Jean Jaures of France. Some of his ideas and actions are presented to illustrate his efforts to cope with the changes that were affecting the working classes and the instability that existed within nations and between nations.

Chapter 3 *The Tsar*
(:27:30 - :33:45)

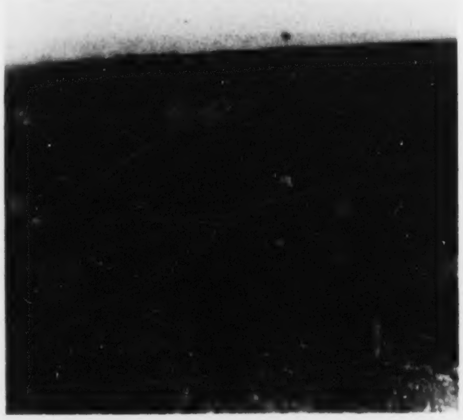
Tsar Nicholas II of Russia stood for tradition and insisted on holding onto the traditional world view of an autocrat. Thus, he failed to cope adequately with the changes that were rapidly transforming rural, village-oriented Russia into an industrialized, urban and international nation. As tsar, Nicholas was the strongest symbol of Russia and of the ties between the people and their government. However, he did not want to be tsar and had feared the role; he did not have the desire, will or ability to deal effectively with the changes facing the nation. Rather, he isolated himself within the traditions and trappings of his autocratic ancestors and devoted himself to his family. The video provides details of Nicholas's commitment to his family, showing how this eventually helped discredit him in the eyes of the Russian people. In 1917, Nicholas was forced to abdicate. Sixteen months later he and his entire family were murdered.

Chapter 4 *The Apocalypse*
(:33:47 - :39:28)

This segment focuses on some of the major changes that took place in Germany from the 1870s to the summer of 1914. It emphasizes the Kaiser's efforts to preserve the past. He, along with millions from the middle class, believed in the natural superiority of the German "Kultur." Kaiser Wilhelm was committed to making Germany an empire with many colonies and to building a navy that could challenge that of Britain. Meanwhile, thousands of German industrial workers–the most politically active workers in Europe –repeatedly voiced their demands in public marches and assemblies. In the midst of these different factions, a few individuals sensed major internal and external violence and destruction in the near future. The life and work of Ludwig Meidner illustrate the thoughts and feelings of some of the artists and writers who envisioned catastrophic, rather than peaceful, days ahead.

Chapter 5 *Assassins*
(:39:30 - :50:48)

Bismarck once remarked that "some damned foolish thing in the Balkans" would ignite a great European war. This segment addresses the background of and immediate reactions to the assassination of the heir to the Austrian throne, Archduke Ferdinand, in Sarajevo on June 28, 1914. Relevant details about one assassin, Gavrilo Princip, illustrate the desires of the Slavic and Serbian people to be free from Austrian control. Austrian Emperor Franz Joseph, reacting to this assassination, urged Kaiser Wilhelm to join him in punishing the Serbians and in stopping the Slavic independence movement. The Kaiser and his military leaders believed they had to come to the aid of Germany's allies, although this meant fighting a two-front war alongside the weakest military force of the five great nations of Europe. Even so, the Kaiser responded immediately.



A trench along the western front. These Germans are preparing to go "over the top".

The National Archives

Germany's decision set the stage for a chain reaction of decisions to go to war. On July 28, 1914, Austria's declaration of war against Serbia started the chain reaction: Within days, all the great powers of Europe knew they were going to be at war. Communications between Wilhelm and Nicholas II reveal that they did not have the will or strength to prevent actions that would bring war. Once Wilhelm had given his approval to declare war and mobilize the military, he was powerless to stop the machinery. Historian Jay Winter asserts that in the five weeks between June 28 and August 4, the hidden element behind many decisions that culminated in the war was "honor," describing honor as "something you defend, sometimes irrationally, even if it isn't an issue."

Chapter 6 ***Celebration and Despair***
(:50:51 - 54:35)

The majority of the people in all the nations on the brink of war accepted, if not celebrated, their government's decision to go to war. The reasons given were many, most believing they were fighting a just and defensive war for their nation. Three monarchs who made the earliest set of decisions that started the chain reaction did not know that in less than five years, their rule in their respective nations would be gone forever. The Great War ended many of the traditions, expectations and relationships of the 19th century. At the same time, it ushered in the most violent era humans have experienced and generated results that directly affect us today.

LESSON PLAN SUGGESTIONS

1. Write the Concepts and Themes words on the board or overhead. Ask students to define each. Ask them to explain how changes in economics, political power, industry and work opportunities might lead to (a) instability, (b) challenges to traditions, (c) clashes within and between nations, (d) the mobilization of the armed forces of a nation and (e) "explosive" situations at home and between nations. Unless students consider these concepts immediately before, during and immediately following this video, they will miss many details. Also, the Concepts and Themes will help them see the video segments as related, complementing one another to describe the moods, events and contexts of the period.

2. Using an overhead or handout, ask students to consider the Key Generalizations and Ideas for this module. Ask them to paraphrase the ones that you want to emphasize. Ask them to watch the video with these points in mind, looking for relevant information.

3. Distribute Student Handout 1-A, Questions. You may want them to pay particular attention to specific questions, stopping the video after a segment to give them time to make notes.

4. Distribute Student Handout 1-B, Context and Overview of the Great War. Ask them to read this summary and answer the questions before watching the video. You might supplement this reading with textbooks, other readings or a lecture.

5. Distribute Student Handout 1-C, Map of Europe in 1914. In addition to the questions at the bottom of the handout, ask the students why nations would want to become "entangled" with one another through alliances and treaties. Ask them to consider the ramifications for a nation that decides not to join an alliance or a treaty of protection, especially in terms of its security.

NOTE: Following the map on 1-C is a second map, 1-C2 which includes a key of the names of the nations.

6. Ask the students to consider the title of the module, ***EXPLOSION***, and ask them to watch for the personalities, events, attitudes, emotions and decisions that contributed to the European nations' exploding into war.

7. Ask students to reflect on one quote from Student Handout 1-D, Noteworthy Quotes. Ask them to interpret the quotation in the context of the person speaking and the situation in which the statement was made. You might want to ask them to interpret these both before they watch the video and afterward, and then to compare the differences in their interpretations. Students might also offer their personal reactions to particular quotes.

ENRICHMENT ACTIVITIES

1. Ask students to read about a key leader of this period and write a short biography,

including personality traits and life events that might have affected the leader's decisions in the summer of 1914.

2. Ask students to investigate one of the reform movements, ethnic groups or special interest groups of the 1910s: What were their goals? What activities did they use to achieve those goals? How successful were their activities?

3. Ask students to investigate the "apocalyptic" art and writing of the decade prior to the war. Ask them to interpret what the artworks might have meant to their creators and how they might have reflected the moods and themes of that era.

ADDITIONAL POST-VIEWING QUESTIONS

In addition to the questions on the student handouts and in the section on Student Learning Expectations, the following questions may be asked:

1. Give at least four examples to illustrate the prewar tension between tradition and maintaining the status quo, on one hand, and the demands for changes and reform, on the other hand.

2. Explain the issues surrounding the problems in the Balkan States, especially Serbia. Why were these states important to the Austro-Hungarian leaders?

3. Describe the personality, interests and capabilities of monarchs such as Kaiser Wilhelm II and Tsar Nicholas II. How may these factors have affected their abilities to rule and to accept reforms?

4. Describe how the increase in wealth and power of the people of Germany may have made it easier for them to accept (if not want) war in the summer of 1914.

5. Describe how the works and words of the German artist Ludwig Meidner represented his vision of the future of Europe.

6. Describe the ways that individuals, including the Serb Gavrilo Princip, sought to assert their own personal identities in the prewar environment of change, preservation of traditions, expansion and instability.

STUDENT RESOURCES

1-A. Questions.

This sheet provides a set of questions to focus students' attention on the important content in each segment of the video.

1-B. Context and Overview of the Great War.

This sheet provides background details of the period just before the war to help the students understand the dominant conditions and moods of the time. It includes questions to be answered before seeing the video, questions that you may ask them to reconsider after the viewing.

The Imperial War Museum

The night sky over no man's land, lit up by artillery shells.

1-C. Map of Europe in 1914.

This sheet provides a map and a set of questions to help students visualize the relationship of the nations to one another and to consider the geographic factors that might have played (and might still play) a role in the decisions and actions of these nations.

1-D. Noteworthy Quotes.

This sheet provides a number of quotes from individuals whose words express the thoughts and feelings of the period prior to the outbreak of the war.

MODULE 2: *STALEMATE*

CONCEPTS AND THEMES

Strategy, Offensive, Nationalism, Atrocity, Trench, Front, Stalemate

The Imperial War Museum

A typical British trench in the rainy season. Weather conditions affected the total environment around and in the trenches which in turn affected the comfort level of the soldiers. Drainage of water was especially difficult. High water such as this often carried raw human sewage and helped spread disease.

KEY GENERALIZATIONS AND IDEAS

- When things don't work out as planned, people have different reactions and adjust to the situation in different ways. Many people decide to rely upon traditional approaches that may not be effective.

- Governments and supporters of government decisions use propaganda to persuade people to think, feel and act in certain ways.

- In every age, the use of new or improved weapons directly affects the way warfare is conducted; weapons development escalates as opposing forces struggle both to "keep up" with their enemies and to counter the weapons that their enemies have developed.

- In "total war,"civilians are seen as participants in the war effort and are therefore considered legitimate targets.

- People use many of the same reasons in total war and in genocide to justify their acts of atrocity, violence and destruction.

STUDENT LEARNING EXPECTATIONS

STALEMATE discusses some of the important conditions, events, decisions and moods of the period from August 4, 1914, to the "Christmas truce" five months later. The initial violence of the war and the early mobilization and mass slaughters quickly gave way to stalemate. The video also shows how individuals lived in the midst of the violence, death and destruction, as well as the ways they adjusted to the standstill on the battlefront.

At the end of the lesson, students should be able to do the following:

1. State the reasons the leaders of both sides originally believed that the war would be very short.
2. Define "offensive strategy" and explain the impact of this type of strategy for the men on the front lines of an army.
3. Describe the initial strategies of each army and what each needed in order to succeed.
4. Describe the factors that supported and that worked against the success of each army in August, September and December 1914.
5. Explain the expression "poor little Belgium," and describe the actions of the German army that led to this expression.
6. Describe specific ways that the reality of the battlefield in December 1914 differed from the plans made by both sides in early August.
7. Describe the reactions of the Belgian and French civilians to the actions on the battlefield in the opening weeks of the war.
8. Describe the characteristics of the Russian army and its leaders and how these contributed to the performance of the army on the battlefield.
9. Describe the efforts of the various nations, particularly Britain, to call for more volunteers to join the army.
10. Describe the differences between what the army volunteers expected to find on the battlefields of Europe and what they actually found.
11. Explain why the Battle of the Marne was significant for both France and Germany.
12. Explain the phrase "race to the sea" in the context of the front lines in the fall of 1914.
13. Define the term "stalemate," and describe the conditions on the battlefront in

December 1914 that produced and perpetuated a stalemate.

14. Describe life in the trenches, as well as the physical environment of the trenches and the area surrounding them.

15. Identify at least five ways that men tried to adjust to and cope with living in the trenches.

16. Define the following terms and explain their relevance to the events and situations during the Great War: refugee, offensive, front, two-front war, casualty, war of attrition, no man's land, siege, and atrocity.

17. Describe the meaning of the Christmas truce of 1914, both for the men on the battlefield that evening and in terms of the nature of warfare before and after that evening.

BACKGROUND DISCUSSION

Both sides originally believed that the Great War would be over quickly. In Germany, this belief was based on a long established war scenario or strategy called the Schlieffen Plan. The German generals were so confident of success that Kaiser Wilhelm II proclaimed that he would have "Paris for lunch, St. Petersburg for dinner." The plan required precise timing, with no interruptions in the timetable, and it was based on the experience of previous wars. If Germany were trapped in a long-term two-front war, its chances of victory were slim. However, among the German High Command, doubters of the success of the Schlieffen Plan were few and silent.

The title of this video–***STALEMATE***–reveals that this plan did not work. Within weeks, armies on both sides of the western front dug trenches to maintain their positions and to protect themselves from the destructive power of new and improved weapons. Men on both sides found that the safest place to be was usually below the surface of no man's land. Movement of the front trench lines was minimal for the next four years. This video begins with the German optimism with their war plan and ends with the realization that the warfare of the past was obsolete. The stalemate led to life in the trenches–a life that was eventually experienced by tens of millions of men.

CHAPTER OVERVIEWS and BACKGROUND

Chapter 1 ***Stalemate***
(:02:48 - :06:11)

The video starts by announcing that this war was different from wars fought either before or since. It then samples the activities that took place in every nation to prepare the troops to go to war. The scene then shifts to the German High Command's decision to activate the Schlieffen Plan, which called for a major offensive effort to capture Paris in precisely 42 days. If the plan worked, France would be forced to surrender and Germany could then shift its forces to the eastern front and defeat the Russians before they were fully prepared to fight. According to the German calculations, this two-front victory would end the war by Christmas, only five months after it began. This strategy required an invasion of neutral Belgium, which the British had sworn to protect.

The National Archives

An aerial view of a poison gas, flame and smoke attack by the French across no man's land in Flanders, Belgium. The effectiveness of the flame throwers and gas wa often linked to the direction and speed of the wind, as well as the distance to the enemies position. Invented during this war, the flame thrower shot "liquid fire" onto the battlefield.

Chapter 2 ***Poor Little Belgium***
(:06:13 - :14:06)

This segment features the invasion of Belgium beginning August 4, 1914, as the Germans swept through on their way to Paris. The defensive effort of the Belgians is illustrated in the defense of Liège, a critical city that the Germans had to capture. The resistance of the Belgian civilians was an unexpected phenomenon of this war, and the video describes the Germans' reactions to this resistance. Rumors and stories of German atrocities–raping the women and girls, killing unarmed civilians of all ages and burning people alive–spread quickly throughout Europe and around the world. Such stories and rumors about "poor little Belgium" were used by propagandists against the Germans for the rest of the war and beyond.

Chapter 3 *To Berlin!*
(:14:08 - :27:02)

France and Germany had not fought each other since 1871, when France was defeated and lost two provinces to Germany. In 1914, many French saw the coming war as revenge for the humiliation of the 1871 defeat. In late July and early August 1914, the French prepared to defend against the German invasion and also launched their own invasion into southwest Germany. Their military leader, 66-year-old Jacques Joffre, was committed to the warfare strategies and notions of previous wars. His troops at the front soon found that these strategies now meant suicide and defeat. The men in the first French assault on August 22 were slaughtered: 27,000 French soldiers were killed on this one day alone. The machine gun and the long-range rifle proved to be devastating defensive weapons against traditional warfare tactics. The French retreated toward Paris with the Germans just behind them. French civilians in the path of the German advance began an evacuation; many French civilians, like their Belgian counterparts, became refugees.

The Imperial War Museum

Germans using the siege gun "Big Bertha", a 42-cm howitzer.

Chapter 4 *"The Emperor Trusted Me"*
(:27:04 - :31:54)

As the German army advanced toward Paris on the western front, it also engaged its initial assault against nearly 350,000 Russian troops on the eastern front. The Russians were soundly defeated at Tannenberg within a matter of days. One third of the Russian troops were either killed or captured; the rest ran for their lives in a disorganized retreat. Russia's Grand Duke Nicholai reacted to the losses, saying, "It's an honor to make such a sacrifice for our allies."

Chapter 5 *Call to Arms*
(:31:56 - :36:32)

This section emphasizes the mobilization of the British to prepare their army to fight a land war on the European continent. The army used various means to recruit volunteers. This was the first time the British army had fought on European soil since Wellington's defeat of Napoleon at Waterloo in 1815. The British, who had the most powerful and largest navy in the world, had to adjust to a land war. Within weeks of landing in Belgium, the regular British army was nearly destroyed.

Chapter 6 *My Dead Chums*
(:36:35 - :44:10)

At Mons, while part of the British army held its ground, the Germans forced the rest into a disorganized 13-day retreat for survival. The Germans, having advanced rapidly through Belgium and deeply into France, found themselves physically exhausted and far ahead of their supply lines. Their delay in advancing prevented them from capturing Paris within the first weeks of the war. They stopped just 25 miles outside the French capital. General Joffre ordered a stand along the Marne, and two million men participated in the ensuing six-day battle. The battle stopped the German advance, and Paris was saved. Germany now had to fight a two-front war and would do so for four years, until the war's end. Immediately after the Battle of the Marne, both sides began to try to outflank each other in an effort to swing around the other's defenses. The resulting actions, called by some the "race to the sea," ended with a line of trenches that extended from Switzerland to the English Channel. With each mile of trench built, the realities of stalemate became more apparent. But stalemate was new to the Europeans, and the generals continued to plan strategy and issue orders based on the old ways of waging war. The men in the trenches learned all too quickly that the old ways meant slaughter.

Chapter 6 *Stalemate*
(:44:12 - :49:53)

This segment opens with letter from a German soldier to his mother about life in the trenches and includes details about the physical appearances and arrangement of the trenches. Historian Paul Fussell's description is especially vivid and almost attacks the listener's senses. The trenches were a new environment for foot soldiers, one for which their training had never prepared them. Nobody had anticipated trench warfare, much less on the massive and near-permanent scale that occurred along the western front within four months of the outbreak of war. The territory between the opposing trenches was quickly and aptly named "no man's land." To be ordered to go "over the top" meant to climb out of the trenches and attack the enemy on the other side: Millions died or were wounded following this order. The stalemate required adjustments that had to be worked out on a day-to-day and man-to-man basis. Nobody suspected that the trench lines that stretched across western Europe by the end of December 1914 would not change much over the next four years.

Chapter 7 ***Christmas 1914***
(:49:55 - :54:25)

On Christmas Eve, 1914, thousands of soldiers from both sides put aside their weapons and shared the spirit and camaraderie of the holiday season with their enemies. Men crossed no man's land, shook hands, exchanged gifts, shared songs and food and experienced the peaceful mood of the Christmas season. The soldiers recognized the humanness of their enemy and tried to comprehend the meaning and senselessness of this war. The "Christmas truce" was the last action that resembled 19th-century warfare. The General Staffs could not accept this behavior and ordered all such actions to stop, under penalty of court martial–so the stalemate continued and the killing resumed.

LESSON PLAN SUGGESTIONS

1. Write the Concepts and Themes words on the board or overhead. Ask students to define each. Unless students consider these concepts immediately before, during and immediately following this video, they will miss many details. Also, the Concepts and Themes will help them see the video segments as related, complementing one another to describe the moods, events and contexts of the period.

2. Using an overhead or handout, ask students to consider the Key Generalizations and Ideas for this module. Ask them to paraphrase the ones you want to emphasize. Ask them to watch the video with these points in mind, looking for relevant information.

The National Archives

German soldiers trying to get around, over and through the barbed wire in their advance across no man's land. The barbed wire not only slowed the enemies advance, it usually forced the soldiers to rise higher above the ground during an attack, making them bigger and easier targets for machine gunners and riflemen.

3. Distribute Student Handout 2-A, Questions. You may want them to pay particular attention to specific questions, stopping the video after a segment to give them time to make notes.

4. Distribute copies of Student Handout 2-B, Context and Overview of the Great War. Ask them to read the summary and answer the questions before watching the video.You might supplement this reading with textbooks, other readings or a lecture.

5. Distribute copies of Student Handout 2-C, The Campaign to Get Volunteers to Join the Army. Ask the students to answer the questions at the bottom of the sheet and to consider how posters such as these might work today if this nation were at war.

6. Distribute copies of Student Handout 2-D, The Trenches: Symbols of the Stalemate. This sheet contains a great deal of factual information about the trenches and life in and around the trenches. You might place the students in small groups, with each student reading one or two sections and sharing the important details. All students should answer the questions

at the bottom of the sheet. They may then review the segments of the video that describe the trenches.

7. Distribute copies of Student Handout 2-E, Life in the Trenches: A Poem. Artists and writers contribute to our understanding of life and living conditions during this period, especially the thoughts and feelings of those who experienced the horrors and violence on the battlefield. Ask the students to read the poem and answer the questions that follow. Then ask them how this poem shapes their images of trench life.

8. Distribute copies of Student Handout 2-F, The Trenches Illustrated. The two figures will help students visualize the physical features and characteristics of the "typical" trench and trench system. Ask them to answer the questions at the bottom of the sheet. Ask them to add details to the illustrations, drawing from information about trenches in the video.

9. Ask students to consider the title of the video, ***STALEMATE***, and ask them to watch for the personalities, events, attitudes, emotions and decisions that contributed to the conditions on the battlefield that led to a stalemate on the western front.

10. Ask students to reflect on one quote from Student Handout 2-G, Noteworthy Quotes. Ask them to interpret the quotation in the context of the person speaking and the situation in which the statement was made. You might want to ask them to interpret these both before they watch the video and afterward, and then to compare the differences in their interpretations. Students might also offer their personal reactions to particular quotes.

ENRICHMENT ACTIVITIES

1. Ask students to investigate the literature and art of this era to find out more about the experiences of the men on the battlefront. You might suggest, for example, the poems and letters of Siegfried Sassoon.

2. Ask students to read excerpts from the book *All Quiet on the Western Front* and to compare the details given there with those in the video.

3. Ask students to research particular weapons used in this war and to assess how these weapons contributed to the destruction, death and horror of the war.

The Imperial War Museum

Not all trenches were long ditches with dirt on both sides. Different armies did a variety of things to improve the protection the trenches offered the soldiers and the living conditions of those who were stationed there. Both sides tried to help the men adjust to this environment. A mail call was a welcome relief from the stress and horrors of the front line trenches.

4. Ask students to interview civilians whose relatives or good friends served in the Middle East during the Gulf War of 1990-1991. They should find out what these people felt and thought as their loved ones were being sent off to war and living in a war zone. Ask the students to compare these sentiments with the information about civilians during the Great War.

ADDITIONAL POST-VIEWING QUESTIONS

In addition to the questions on the student handouts and in the section on Student Learning Expectations, the following questions may be asked:

1. Describe the initial strategies of each army and what each needed in order to succeed.
2. Describe the factors that supported and that worked against the success of each army in August, September and December 1914.
3. Describe the characteristics of the Russian army and its leaders and how these contributed to the performance of the army on the battlefield.
4. Imagine that the stalemate continued for years, rather than weeks and months. What actions might the generals on each side take to bring about victory?
5. If the stalemate continued for months and years, how would a person living in the trenches, especially in the front-line trench, be affected?

STUDENT RESOURCES

2-A. Questions.

This sheet provides a set of questions to focus students' attention on the important content in each segment of the video.

2-B. Context and Overview of the Great War.

This sheet provides background details to help students put the opening months of the war in perspective and to understand the dominant conditions and moods. It includes questions to be answered before seeing the video, questions that you may ask them to reconsider after the viewing.

2-C. The Campaign to Get Volunteers to Join the Army.

This sheet provides sample text from posters used in Britain to persuade women to encourage their men to volunteer for the army. It includes questions to help the students reflect on the impact of such posters.

2-D. The Trenches: Symbols of the Stalemate.

This sheet provides facts about the trenches and living conditions in and around the trenches. It includes questions to help the students focus on life on the front lines.

2-E. Life in the Trenches: A Poem.

This poem by John Lucy illustrates life in the trenches and one man's poetic efforts to describe it. It includes questions to help the students reflect on the psychological impact of life in the trenches.

2-F. The Trenches Illustrated.

This sheet provides two figures to illustrate the "typical" trench and trench placement. It includes questions to help students focus on day-to-day life in the trenches.

2-G. Noteworthy Quotes.

This sheet provides a number of quotes from individuals whose words express the thoughts and feelings that were prevalent during the early stages of the war.

MODULE 3: *TOTAL WAR*

CONCEPTS AND THEMES

Unrestricted Warfare, Propaganda, Total War, Ethnic Cleansing, Genocide

KEY GENERALIZATIONS AND IDEAS

- In "total war," the governments of combatant nations pursue policies that will involve as much of the population as possible, in as many ways as possible, to ensure the success of their armed forces.

Women preparing belts of bullets for machine guns. Women occupied a number of war-related jobs and made up over 50 percent of the workforce in some factories and occupations.

Photo: The Imperial War Museum

- In total war, nations consciously and continuously wage simultaneous war on both the civilian and military populations of their enemies, using whatever means they believe appropriate in order to achieve victory.
- In total war, civilians enter occupations and take jobs that may not have been open to them earlier; many of these positions may be hazardous.
- In total war, nations harness as much of their resources and products as possible to wage war, restricting and regulating civilian consumption of many resources and products.
- In total war, civilians tend to accept a great many government restrictions and limitations on their behaviors–including some that are extralegal or unconstitutional under normal circumstances.
- In the context of human experience, "universal" refers to the majority of the members of all social classes, genders and special interest groups within a particular society. In a total war, one finds universal participation, universal commitment, universal bereavement, universal suffering or inconvenience, and universal loss.
- The mood and conditions of total war may mask the atrocities of ethnic cleansing and genocide; that is, these atrocities may be seen as mere extensions of the violence of the war, rather than as resulting from the jealousy and hatred of one group by another.
- Being the deliberate and continuous target of military actions during a war often strengthens a people's resolve to keep fighting.

STUDENT LEARNING EXPECTATIONS

TOTAL WAR discusses some of the important conditions, events, decisions and actions that made the Great War the first massive "total war." The violence, destruction and killing were repeatedly aimed at civilians, as well as military personnel. This video shows the ways that people tried to live in the midst of the violence, death and destruction of total war. It focuses on individual efforts to participate in, live in and cope with total war.

At the end of the lesson, students should be able to do the following:

1. State the effects on a civilian population and national resources of keeping millions of men on the battlefront.
2. Define "total war" and state the major characteristics of a total war.
3. Explain the meaning of "participant in the war" in the context of total war.
4. State at least five important reasons a nation would deliberately treat territory miles from the battlefront and the civilian population of an enemy nation as legitimate military targets.
5. State the reasons the British believed it necessary to capture the peninsula at Gallipoli.
6. Describe the efforts of people who, like Mustafa Kemal, defended a particular location, and discuss what success and failure would mean to their nation.

7. Describe life for the men on the battlefield (at Gallipoli, for example) and discuss how the conditions often reflected the attitudes, abilities and orders of the commanding officers.

8. Describe the attitudes of some colonial citizens serving in the army of their Mother Country and how their experiences might affect postwar respect for their Mother Country.

9. Cite examples of the universal participation, universal commitment, universal bereavement and universal loss that characterize total war.

10. Describe the emotions of the participants in the Great War, including those who were on the front lines and those who waited at home.

11. Describe five specific contributions women made to the war effort and the impact of these contributions on their health and lives.

12. Describe four of the new "rules of military engagement" that were introduced during the Great War, and explain the effects of implementing each rule.

13. Explain the expression "battle for people's minds," and describe specific activities and materials that were generated to win this battle.

14. Define "ethnic cleansing" and "genocide," and describe the reasons for and results of these in the case of the Turkish treatment of the Armenians.

15. Explain the advantages and disadvantages of being in a state of total war.

BACKGROUND DISCUSSION

In the spring of 1915 the trenches along the western front were filled with millions of soldiers, at the average rate of one soldier per four inches of trench. The job behind the front lines was to keep the men fed, equipped and ready to continue the fighting until the end came. The civilians behind the lines were as important to victory as the men on the lines. Because of their value to the war-making power of each nation, civilians became the target of the enemy. Since both sides targeted both civilians and military personnel, the Great War was a "total war."

Although many of the principles of total war had been implemented before–most recently and notably in General Sherman's March to the Sea in the American Civil War–it was new to Europeans. A number of phenomena made the Great War the first massive, continuous total war. It involved soldiers from five continents and was fought on the land or off the coast of five continents; it involved men and women across the social spectrum of every combatant nation; both civilian populations and men in uniform were legitimate military targets, leaving no one safe from military actions; every major industrialized combatant nation sought to mobilize the vast majority of its citizens to participate directly in the war effort; and the Great War brought universal bereavement.

The continued involvement of each nation in the war effort required the consent and financial support of its people. Governments used every available means to maintain public support of the war effort and to intensify hatred of the enemy. Large-scale propaganda was directed at demonizing the enemy and mustering support for the war effort.

The National Archives

Due to the scarcity of work animals, Tsarist Russian peasant women often had to take the place of oxen or horses.

CHAPTER OVERVIEWS and BACKGROUND

Chapter 1 *Gallipoli* (:02:40–:16:24)

The Great War was not exclusively a European war: It was a world war. This segment focuses on the Allies' attempt in 1915 to defeat Turkey, which was allied with the Central Powers; this defeat would allow the

Russian fleet to enter the Mediterranean Sea and the Allies to attack the Central Powers from another direction. A disastrous navy assault was followed by a hastily improvised amphibious invasion of the Gallipoli peninsula. The British forces included troops from its colonies Australia and New Zealand–Anzacs. In spite of the geographical and defensive position advantages of the Turks and the heavy losses of the British, the invading army's advance on the first day forced the Turks to retreat. Mustafa Kemal, a Turkish officer, ordered his men to die rather than give ground to the enemy. Nine months after landing, the British withdrew after incurring over 250,000 casualties, including over 46,000 dead. Kemal became a hero to his people and emerged after the war as Ataturk, President of Turkey. In the video, Turkish and Australian soldiers describe the struggle for Gallipoli.

Chapter 2 *The Lost Generation*
(:16:27 - :23:28)

By the end of 1915, nearly every family in the combatant nations had at least one family member in uniform. This segment describes the effects of having family and friends fighting the war, drawing from the memoirs of one person, Vera Brittain.

Africans were recruited in the British colonies and shipped to fight on the western front. These Zulu warriors are shown entertaining British soldiers at the rear of the western front. On other days, these same warriors were in uniform in the trenched at the front.

The Imperial War Museum

Chapter 3 *The White Man's War*
(:23:31 - :30:27)

Although fighting occurred in Asia, Africa and off the shores of South America, citizens in the colonies of the combatant nations were shipped to Europe to join the fighting there. Many of these individuals saw things they never imagined possible. This segment focuses on the story of Kande Kamara, a West African native, and examines Kamara's observations and reactions to what he encountered. Colonial reactions included doubts about the Mother Country's values and ways of doing things and about the quality of leadership that could allow such a war to continue. Among some colonial fighters, these experiences ignited hopes of self-determination and national independence.

Chapter 4 *The Girls with the Yellow Hands*
(:30:30 - :36:42)

Women contributed to the war effort in a number of ways in every combatant nation. While this was not the first time women had worked hard, long hours, they were now recruited into a wide variety of jobs, some of which were very dangerous. This segment features the women who volunteered to work in the Woolrich munitions factory to make the millions of artillery shells and bullets that were needed. Hundreds of women lost their limbs or lives in these factories; countless thousands were exposed to poisonous chemicals that directly affected their health. Women with "yellow hands" and "bright orange hair" carried the poisons that killed the enemy and that would kill many of them as well.

Chapter 5 *Rules of Engagement*
(:36:44 - :44:25)

New strategies were tried in the Great War: against those on the battlefield, against those aiding the war effort behind the enemy lines, and against those miles from the battlefront. On August 25, 1915, the Germans used Zeppelins to drop bombs on the civilian population in Paris, the first aerial bombardment in history. The next year, these airships flew across the English Channel to bomb British targets, including London. The use of airships (and, later, airplanes) illustrates how the rules of military engagement extended to civilian populations, as well as military forces. The new rules of war also featured the use of poison gas. Submarines targeted both military and civilian ships–such as the British luxury liner Lusitania–illustrating the extent to which nations would go to prevent an enemy from waging war. Minutes after the Lusitania was torpedoed, the ship sank with 1,198 passengers, including 94 children and 128 Americans. Germans in Europe and even a very small number of German-Americans in the U.S. celebrated this sinking.

Chapter 6 ***Hatred***
(:44:28 - :47:37)

By the end of 1915, virtually everyone in every combatant nation in Europe had "become a soldier," aiding the war effort either directly or indirectly. Civilian participation in the war included harnessing many of their thoughts and emotions against their enemies. The war was a gold mine for propagandists, who sought to gain support for one side and build up hate against the other. Both sides used popular media–including nursery rhymes, phonograph records, sheet music, popular songs and films–to gain and maintain support for the war effort. Historian Jay Winter refers to this strategy as the "mobilization of hatred."

Chapter 7 ***Genocide***
(:47:40 - :54:32)

In total war the enemy becomes the incarnation of evil itself. In some places, the war provided a pretext for acting on racial or ethnic hatred. The video discusses the ethnic cleansing and genocide by the Turks against the Armenians as an example. Eyewitness reports describe the violence and atrocities committed against the Armenians; as many as one million Armenians may have been killed in this century's first genocide.

LESSON PLAN SUGGESTIONS

1. Write the Concepts and Themes words on the board or overhead. Ask students to define each. Help them brainstorm characteristics of a "total war." Ask them to think of reasons people would want to wage a total war. Unless students consider these concepts immediately before, during and immediately following this video, they will miss many details. Also, the Concepts and Themes will help them see the video segments as related, complementing one another to describe the moods, events and contexts of this phase of the war.

2. Using an overhead or handout, ask students to consider the Key Generalizations and Ideas for this module. Ask them to paraphrase the ones that you want to emphasize. Ask them to watch the video with these points in mind, looking for relevant information.

3. Distribute Student Handout 3-A, Questions. You may want them to pay particular attention to specific questions, stopping the video after a segment to give them time to make notes.

4. Distribute Student Handout 3-B, Context and Overview of the Great War. Ask them to read this summary and answer the questions before watching the video. You might supplement this reading with textbooks, other readings or a lecture.

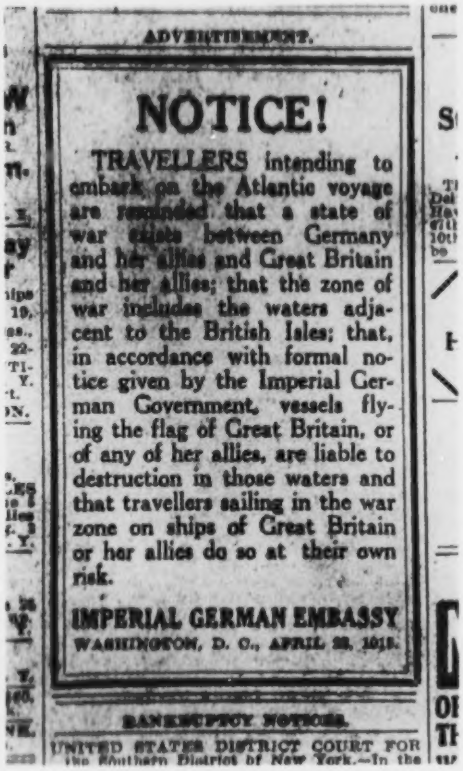
5. Distribute Student Handout 3-C, The Weapons of War. Ask the students to research each of the weapons listed, including the effects of each weapon. Ask them to compile a list of the ways

The National Archives

Turkish soldiers execute Albanian men as a part of the first systematic genocide of the 20th century.

each weapon was used. Ask the students to answer the questions at the bottom of the sheet.

6. Distribute Student Handout 3-D, Civilians at War. Ask the students to consider each of the occupations that civilians filled during the Great War, completing the form to identify the contributions each occupation made to the war effort and the risks associated with that profession.



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Ad placed in the New York papers the morning the British passenger liner, Lusitania, sailed for Europe and was sunk by a German U-boat.

7. Distribute Student Handout 3-E, Gas Warfare. Ask students to read about the use of poison gases and to answer the questions. Ask them to investigate the concerns and fears that the U.S. and its allies had about possible use of gases and deadly bacteria by the Iraqis during the 1990-91 Persian Gulf War.

8. Ask students to consider the title of the video, ***TOTAL WAR***, and ask them to watch for the conditions, attitudes, events and actions–both on the battlefield and off–that led to both sides continuing to fight a total war.

9. Ask students to reflect on one quote from Student Handout 3-E, Noteworthy Quotes. Ask them to interpret the quotation in the context of the person speaking and the situation in which the statement was made. You might want to ask them to interpret these both before they watch the video and afterward, and then to compare the differences in their interpretations. Students might also offer their personal reactions to particular quotes.

ENRICHMENT ACTIVITIES

1. Ask students to research the dangers of working in a munitions factory and the other hazardous jobs women and children did during the Great War.

2. Ask students to research the genocide of the Armenians, comparing it with other genocides of this century (including ones that may be taking place at this very moment).

3. Ask students to locate and read excerpts from civilians' memoirs, diaries and letters during the Great War, as well as poems and stories by civilians. Ask them to set up a "word collage" representing a particular theme or cross-section of themes that represent the thoughts and feelings of these people during the war.

4. Ask students to interview various members of their community about how they participated in the recent Gulf War, directly or indirectly. Ask the students to contrast this information with that of people who lived during the Great War.

5. Ask students to locate photos, drawings and paintings of events or conditions during the Great War. Ask them to interpret each one, explaining how each artifact reflects the concept of total war.

6. Ask students to create a collage depicting various aspects of the Great War to reveal how this war was a total war.

ADDITIONAL POST-VIEWING QUESTIONS

In addition to the questions on the student handouts and in the section on Student Learning Expectations, the following questions may be asked:

1. What are at least five effects on a civilian population and on the national resources of keeping millions of men on the battlefront?

2. Why did the British think it was necessary to capture the peninsula at Gallipoli?

3. Describe the efforts of people who, like Mustafa Kemal, defended a particular location, and discuss what success and failure would mean to their nation.

4. Describe life for the men fighting at Gallipoli. How did their living conditions reflect the attitudes, abilities and orders of their commanding officers?

5. What were the results of the Turkish treatment of the Armenians?

STUDENT RESOURCES

3-A. Questions.

This sheet provides a set of questions to focus students' attention on the important content in each segment of the video.

3-B. Context and Overview of the Great War.

This sheet provides background details to help students understand the concept of "total war" and its impact on the lives of each individual within a nation. The information will also help them to understand the conditions, events, actions and moods of life during total war. It includes questions to be answered before seeing the video, questions that you may ask them to reconsider after the viewing.

3-C. The Weapons of War.

This sheet contains a chart that lists a number of weapons that were either used for the first time or vastly improved during the Great War. Students are to complete the chart and answer the questions.

3-D. Civilians at War.

This sheet provides a list of civilian occupations. Students are to complete the chart by describing the contribution of each occupation to the war effort and the possible risks to a person in that occupation.

3-E. Gas Warfare.

This sheet provides important details about the poison gases that were used during this war. It includes questions to help students focus on the effectiveness of poison gas as a weapon and on the effects its use had on the soldiers in the trenches.

3-F. Noteworthy Quotes.

This sheet provides a number of quotes from individuals whose words express the prevalent thoughts and feelings about this total war.

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German soldiers advancing through a cloud of poison gas and an accompanying smoke screen; they hope the smoke will conceal them as they try to overrun their enemy.

MODULE 4: *SLAUGHTER*

CONCEPTS AND THEMES

Bloodbath, Attrition, Slaughter

KEY GENERALIZATIONS AND IDEAS

- Generals on both sides repeatedly used almost identical tactics even though the results during previous efforts were always far short of expectations and led directly to the mass slaughter of their own men.

The Imperial War Museum

A group of Canadians going over the top during training near St. Pol, France, October 1916. Notice the debris that is scattered al over the trench.

- Battles, once started, tended to take on a 'life of their own' and were no longer easy to manage or to stop.
- Throughout the war, generals on both sides failed to follow up initial breakthroughs in the enemy's defenses and hence lost the advantages that were open to them.
- In spite of the heavy losses on the battlefields, commanders on both sides accepted the belief that they could win a war of attrition.
- In spite of the tremendous slaughter of men on the battlefields on both sides, the governments and civilians in nearly every combatant nation tended to increase their determination to end the war on the battlefield rather than through non violent alternatives.
- The massive slaughter and casualties directly affected families in every social and economic class in every combatant European nation and forever altered the social class system in each of these nations.
- The artists and writers in each of the combatant nations used a variety of means to express their experiences with and reactions to the violence, horror and slaughter on the battlefields and the loss of those individuals who died as a result of the war.

STUDENT LEARNING EXPECTATIONS

After the end of this lesson, students should be able to

1. Define 'slaughter' and describe situations on the battlefield that contributed to the slaughter, leaving as many as 30,000 men killed in one day.
2. State the effects of the war on artists, like Otto Dix, and writers, like Wilfred Owen and Siegfried Sassoon.
3. State the reasons why the city of Verdun was selected as a target objective by the German army and the reasons why the French fought so intensely to defend Verdun.
4. Explain the meaning of the expression 'strategy of attrition' and state the reasons for following such a strategy.
5. State the important reasons why the Battle of Verdun was such a pivotal one for both the French and the Germans.
6. Describe possible thoughts and feelings of the men who participated in and survived the slaughter and who were engaged in actions that lead to the slaughter of their enemy.
7. State the major advantages and disadvantages of groups of friends ('Pals,' 'Chums' or 'Mates') enlisting and then being assigned to the same small combat unit.
8. Describe the effects on the living of the death of many of their 'pals' within a few minutes of one another.
9. State the reasons why the Battle of the Somme was begun as well as the reasons why it continued.
10. State the reasons why a commanding officer who lost nearly 20,000 men killed on the first day of a battle would continue the battle.

11. Describe the impact that a vivid war documentary might have on civilians far from the front lines.

12. State the advantages and disadvantages of showing vivid documentary films to civilians.

13. Describe life behind the trenches and the diversions that were available for the mental, emotional and physical health of the men.

14. Explain the weather and land conditions during the Battle of Passchendaele in 1917 and how these affected the lives of the men at the front.

15. State the reasons why the governments of the combatant nations and the civilians back home would allow the slaughter to continue.

16. State the reasons why the Battles of the Somme, Verdun and Passchendaele are usually considered the most famous battles of this war?

BACKGROUND DISCUSSION

In early 1916, along the Western Front the British had over 1 million men in Belgium and France while the French and German armies had resupplied their front line troops. The stage was set for both sides to try to make the breakthrough on the battlefield that would assure each victory. Instead, by year's end, both sides would lose nearly one million men with very little change in the position of the front line trenches. The battlefields became "killing fields" and only one word "slaughter" accurately describes the extent of the killing, violence and destruction. Three battles exemplify the futility of the efforts on each side and the slaughter that typified the killing.

Begun by the Germans in mid-February 1916, and ending in December, a series of battles made up the Battle of Verdun. The magnitude of the effort is revealed by the fact that one million shells and poisonous gas canisters were fired on the first day along an 8 mile line of advancing troops. After ten months, over 40 million shells had been fired. In part because of the way the battlefield and night skies were constantly lit up by the blasts of the artillery, men on both sides referred to the region around Verdun as "the Furnace."

The offensive was launched because the German High Command saw it as the last chance to defeat France before all the British forces had landed and because its major advocate, General von Falkenhayn decided, rightly, that Germany could not win the war by attrition or by fighting only on the defense. If Germany was to win the war, he reasoned, she had to win it soon and on the Western Front. In the end, the front lines were nearly the same as when the battles started while over 300,000 French and Germans were killed and over 750,000 were wounded. For the French, Verdun symbolized the strength and fortitude of their armed forces and the solidarity of the entire nation.

Verdun is still considered by many military historians as the 'greatest' and most demanding battle in history. After a few short weeks, the battle took on a life of its own, with small groups of men on both sides fighting local battles in constant struggles for life and survival as well as for the little sections of land they were either protecting or trying to capture and secure. Hundreds of thousands of soldiers on both sides fought beyond all expected limits of human endurance under conditions that often resembled killing fields.

The Imperial War Museum

Both horses and men were swallowed up by the mud during the Battle of Passchendaele.

The Battle of the Somme was begun when the British General Douglas Haig ordered a British advance for reasons that even today are not certain. What is clear is the French demanded a British attack to pull part of the German army from Verdun. Without a distraction such as a major attack by the

British, the French army was very likely to lose the region around Verdun with Paris being the next target.

As in all battles along this front, victory was linked to the destruction of the 13-mile German front line defenses. While the need to attack to take pressure off the French at Verdun was evident, the planning that went into this offensive was not well thought out and what was done was done poorly or with inadequate materials. Because of the use of heavy bombardment of the German lines, British officers told their troops that they would march with ease into the German trenches where they would find all the Germans dead. The real attack was very different from the expectations.

The Imperial War Museum

Water-filled fox holes and bomb craters along the edges of no man's land.

On the first day of the Battle of the Somme, July 1, 1916, of the 100,000 British who attacked, 20,000 were killed and over 40,000 were wounded to only 6,000 German dead. This day remains the single worst day in deaths and casualties in British military history. Many of the units were made up of men from the same community (or "Pals"), so that high death and casualty rates for a unit meant a large portion of men from that community were dead or wounded. For instance, 3,500 men from Manchester and over 5,000 from London died on July 1st within minutes of one another. Eventually this battle which did not change the front line trenches much at all involved over 2 million men along a 30 mile front and resulted in over 1 million casualties.

The Third Battle of Ypres (or "Passchendaele") began on July 31, 1917 and lasted to November 10th after General Haig failed to take advantage of massive destruction of German fortifications caused by nearly 1 million pounds of high explosives on June 7th. During the wettest summer in memory, the rains turned the land into mud fields which quickly and silently swallowed entire vehicles, horses and thousands of men, whether wounded, dead or alive. Men, vehicles and animals were seen slipping off the road and disappearing in seconds beneath the mud. Another danger brought by the rains were the filling up of the bomb craters, foxholes and trenches with water, drowning those too weak to escape, wounded or trapped.

By the end of the Battle of Passchendaele, the British forces, which included Canadians and others from throughout the Empire, defeated the Germans with a gain of only five miles and over 250,000 deaths and casualties. Still neither side was closer to defeating the other, especially on the battle field of the Western Front.

As the slaughter continued with no significant gains in territory by either side, the men on both sides questioned more openly and often the purposes of continuing the war. The reasons why they were fighting were no longer clear and with this doubt was added doubt about the abilities of their leaders.

This video reveals much about these three battles and the perceptions and feelings of Germans, French and British soldiers and civilians about the violence, terror, conditions and killing on the battlefields.

CHAPTER OVERVIEWS and BACKGROUND

Chapter 1 *The Work of the Devil*
(:02:19 - :07:28)

By 1916 the trenches and the battlefields between had become killing fields. This segment presents the views and art of a German machine gunner, Otto Dix, who portrays life in this deadly and horrifying world.

Chapter 2 *The Furnace*
(:07:30 - :18:27)

To break the stalemate, the Germans began a massive attack against Verdun, a place that the French considered as important as Paris to their identity as a people and nation. The German goal was not to capture the city but to engage in a battle of attrition. That is, the Germans believed that the French would be willing to give up countless lives to save the city and that eventually there would be no more French soldiers to continue the fight. The 10-month battle began on February 21, 1916. So many cannons were fired that the area was ablaze in exploding shells that could be seen for miles. One soldier likened the battlefield to a furnace. Before the battle ended, three-fourths of the French army had fought at Verdun. In the end, the French successfully defended Verdun.

Chapter 3 *Pals*
(:18:30 - :24:45)

After Verdun, the British Army carried the bulk of the fighting for the Allies. Because the British did not have a large peacetime army, they had to enlist millions of civilians for this war. One recruitment method was to encourage men to join with their "chums" or "pals." In the initial battles fought by the British, entire groups of pals were killed within minutes and yards of one another.

Chapter 4 *July 1st, 1916*
(:24:47 - :43:16)

This segment focuses on the five-month-long Battle of the Somme, the first major British battle. British General Douglas Haig, who planned the attack and ordered it to be carried out, was harshly criticized and strongly defended for his decisions regarding this battle. After seven days and nights of massive bombardment in which over one million shells were fired, the British were ordered "over the top." On the morning of July 1, 1916, a massive bomb exploded underneath the German front-line trenches. As the British advanced across no man's land, the Germans answered with murderous machine gun and artillery fire. By nightfall, 20,000 British soldiers had been slaughtered and over 40,000 more wounded. The second part of this segment discusses a British documentary on this battle, a film shown to half the British civilian population within months. The Battle of the Somme advanced the front-line position of the British by only six miles, and there were one million casualties on both sides. Analysts still debate why this battle was allowed to continue as it did.

Chapter 5 *Live and Let Live*
(:43:18 - :46:36)

The men in trenches were not constantly being bombarded or ordered to go over the top. In some sections of the front, both sides allowed unofficial "live and let live" truces, in which they would relax their guard for short periods of time. In between the slaughter, both sides engaged in diversionary and recreational activities designed to keep the men fit for battle.

Chapter 6 *Mud and Rain*
(:46:38 - :54:48)

On July 31, 1917, General Haig launched an attack near the town of Ypres. The battle began after a series of 19 giant explosions ripped apart a section of the German front lines. The initial advance ended successfully, but then weeks passed before the British were ordered to continue, by which time the men had to contend with the wettest fall in years. The weather almost stopped movement on the battlefield, but the British and Canadian forces were ordered to fight. In this three-month-long battle, now called the Battle of Passchendaele, men, animals and equipment were swallowed up in mud that was often like quicksand. Thousands of men on both sides—who had survived machine guns, artillery fire and poison gas—drowned in mud and in rain-filled trenches and craters. Historian Jay Winter suggests that continuing this battle after the initial assault made little sense. The segment ends with a reflection on how soldiers on both sides openly began to question the orders of their officers and to find ways of fighting for their nation without having to be slaughtered.

LESSON PLAN SUGGESTIONS

1. Write the Concepts and Themes words on the board or overhead. Ask students to define each. Help them to list all the characteristics of a "slaughter." Ask them why the citizens of a nation would want to continue a war when so many men were dying. Unless students consider these concepts immediately before, during and immediately following this video, they will miss many details. Also, the Concepts and Themes will help them see the video segments as related, complementing one

Moving along a 'sap' trench into no man's land as artillery shells explode nearby. The 'sap trench' extended from the front line or firing trench into no man's land for ease in getting men rapidly out for their advance. Sap trenches were especially useful for night time ventures into no man's land to collect bodies, aid the wounded, check barbed wire, and gather information on the status of the opposing positions and forces. Note that the gradual slope leading out of a 'sap trench" was easier and less visible than 'going over the top' to advance toward the enemy.

Photo credit: The Imperial War Museum

another to describe the moods, events and contexts of the period.

2. Using an overhead or handout, ask students to consider the Key Generalizations and Ideas for this module. Ask them to paraphrase the ones you want to emphasize. Ask them to watch the video with these points in mind, looking for relevant information.

3. Distribute Student Handout 4-A, Questions. You may want them to pay particular attention to specific questions, stopping the video after a segment to give them time to make notes.

4. Distribute Student Handout 4-B, Context and Overview of the Great War. Ask them to read this summary and answer the questions before watching the video. You might supplement this reading with textbooks, other readings or a lecture.

5. Distribute Student Handout 4-C, The Battle of Wirballen. Ask the students to read this account of a short segment of the battle, during which Russian soldiers advanced toward German machine gunners. Ask them to answer the questions and consider what it must have been like for soldiers who were ordered to go over the top. Ask them why a general would order his troops to advance across an open field to try to capture land defended by machine gunners.

The bodies of soldiers killed in the trenches were often left to decompose where they fell.

The Imperial War Museum

6. Distribute Student Handout 4-D, Casualty and Death Tables. Have students examine the data in the two tables and answer the questions. Ask the students to imagine the battle described in Handout 4-C and discuss how the type of offensive maneuvers the Russians used would have contributed to the statistics in table 1.

7. Ask the students to consider the title of the module, ***SLAUGHTER***, and ask them to watch for the events, attitudes, emotions and decisions—both on the battlefield and off—that led to the continuing slaughter in the battles of the Great War.

8. Ask students to reflect on one quote from Student Handout 4-E, Noteworthy Quotes. Ask them to interpret the quotation in the context of the person speaking and the situation in which the statement was made. You might want to ask them to interpret these both before they watch the video and afterward, and then to compare the differences in their interpretations. Students might also offer their personal reactions to particular quotes.

ENRICHMENT ACTIVITIES

1. Ask the students to investigate one of the major battles of this war and to report on the decisions and weapons that contributed to the slaughter, violence and destruction. Ask them what lessons might be learned from how this battle was fought.

2. Ask the students to explore the weather conditions during one of the battles of the Great War and to describe how the weather conditions may have affected the battleground and how the battle was fought.

3. After students have researched several battles, ask them to compare the battles in terms of why they were fought, the weapons that were used, the extent of the violence and slaughter, and the results for each side of the fighting. Ask them how the commanders who ordered their men into each of these battles might have justified their orders.

4. Ask the students to write a poem that reflects the violence and slaughter on the battlefields of the Great War.

5. Ask the students to brainstorm the many ways that civilians far away from the front lines may have contributed to the violence and slaughter, directly or indirectly.

6. Ask students to investigate the meaning of the word "slaughter" and to identify how the slaughter of human beings by one another differs from the slaughter of animals by humans for food and other products.

7. Ask students to look for pictures and paintings that portray the violence and slaughter of this war. Ask them to make a list of the emotions they feel toward what these pictures reveal. Ask them to describe the emotions that they might have felt if they had been standing in the picture. Ask them to compare their emotions with those of their classmates.

ADDITIONAL POST-VIEWING QUESTIONS

In addition to the questions in the section on Student Learning Expectations and on the student handouts, the following questions may be asked:

1. Why was the Battle of Verdun pivotal for both the French and the Germans? Why did the Germans select Verdun as a target?

2. What are some possible thoughts and feelings of the men who experienced the slaughter of the battlefields, both in terms of surviving the slaughter and of participating in the slaughter of the enemy?

3. Some of the most moving accounts of the effects of the war came from civilians who were not professional writers. What words did they use to describe what it was like to have a loved one fighting in the war?

4. Why did the Battle of the Somme take place?

STUDENT RESOURCES

4-A. Questions.

This sheet provides a set of questions to focus students' attention on the important content in each segment of the video.

4-B. Context and Overview of the Great War.

This sheet provides background details to help students put the violence, slaughter and killing fields of the war in perspective. The information will also help the students understand the dominant conditions, events, weapons and moods associated with the slaughter. It includes questions to be answered before seeing the video, questions that you may ask them to reconsider after the viewing.

The Imperial War Museum

The skeleton of a soldier found in a trench days after an assault ended. Such scenes illustrate how the dead and wounded might lie for days before either their own forces or the enemy discovered them.

4-C. The Battle of Wirballen.

This sheet provides an excerpt from a newspaper article describing a segment of this battle between the Germans and the Russians.

4-D. Casualty and Death Tables.

This sheet provides two tables: one with data on the total number of casualties and deaths that occurred during the Great War and a second with data on the total number of American deaths and casualties for all major wars.

4-E. Noteworthy Quotes.

This sheet provides a number of quotes from individuals whose words express the thoughts and feelings associated with the violence and slaughter of the Great War.

MODULE 5: *MUTINY*

CONCEPTS AND THEMES

Collapse in Morale, Disillusionment, Escape, Strike, Rebellion, Revolution, Desertion, Abdication, Mutiny

KEY GENERALIZATIONS AND IDEAS

- Weapons can affect an individual in a variety of psychological, physical and emotional ways. There is no way to predict many of these effects or the extent to which a particular individual will be able to recover from using or being wounded by a particular weapon.

- People have different ways of coping with and adjusting to traumatic environments.

- People have different ways of coping with and adjusting to the death of a loved one.

- Different societies have different ways of treating people who become dysfunctional in response to traumatic events and environments.

- People may withdraw from or rebel against existing conditions for many reasons.

- The conditions and events that will lead to the breakdown of a person, group or society cannot be predicted, so the critical moment tends to catch those involved by surprise.

- Leaders use many methods to control the actions of those who seek to challenge their authority. These methods may not be successful.

STUDENT LEARNING EXPECTATIONS

MUTINY emphasizes a variety of ways that people in different nations–with different backgrounds and roles, and with different relationships to what was happening on the battlefields–tried to adjust to and cope with the conditions brought on by the war. Some individuals escaped from the war by psychological and emotional means. Others challenged authority, went on strike, deserted, mutinied or rebelled. This video presents ways that people sought to cope with the effects of the war and to challenge the way the war was being fought.

At the end of this lesson, students should be able to do the following:

1. State at least five reasons soldiers on the battlefield in 1917 might have questioned the continuation of the war and the way the war was being conducted.

2. Define "mutiny" and "strike," and explain the similarities and differences between the two actions.

3. Define "shell shock," and describe the effects of this condition on a person's psychological, physical and emotional abilities.

The Imperial War Museum

Bodies awaiting burial.

4. Describe the battlefront conditions that might lead a person to "break," to succumb to shell shock or battle fatigue.

5. Describe the various treatments that were tried to "cure" soldiers of shell shock.

6. Explain how the dead "continued to visit the living" and describe how people tried to cope with these "visits."

7. Cite examples from the war literature that capture the conditions, thoughts and feelings of the time–both of the soldiers at the front and of the people back home.

8. Describe at least four conditions in the military and on the battlefield that would lead soldiers to mutiny or desertion.

9. Identify at least five reasons the soldiers and civilians in two different nations, such as France and Russia, would demand that their country conduct the war differently.

10. Describe how the reactions in 1917 of nearly half of the French army to their conditions differed from the reactions of the Russian army to similar conditions.

11. Describe the specific results of the 1917 mutinies in France and Russia.

12. Identify at least five conditions and factors that led the Russian people and army to support revolution in 1917.

13. Explain how the tsar's decision to abdicate in March 1917 might be considered mutiny.

14. Describe the events in Russia that led to the abdication of the tsar and the seizure of power by the Bolsheviks.

15. Explain how the pursuit of "total war" led directly to the mutinies of 1917, the massive desertions in the Russian army, the labor strikes by civilians and such mental conditions as shell shock.

BACKGROUND DISCUSSION

In 1917, after three years of war, the loss of millions of lives, the stalemate on the front lines, and the disruption of nearly every aspect of daily life in all the combatant nations, many people–civilians and soldiers alike–still wanted to continue fighting to victory. The combatant nations rejected all the peace initiatives that were proposed in 1917. Why did the civilians, government leaders, generals and men on the battlefield want to continue the war? They were partly motivated by the traditional values that had emerged with the growth of nationalism during the 1800s. Such values as national honor and patriotism, duty to one's country and camaraderie were strongly held throughout the war. These values–coupled with hatred, revenge and expectation of victory–led the people to continue supporting the war efforts, even in the face of evidence that their leaders' strategies were grossly inadequate and inappropriate.

The Imperial War Museum

The bodies of soldiers killed in an assault across no man's land.

As the months passed, however, people on both sides of the conflict began to question the violence, terror and massive slaughter on the battlefields, the growing suffering among civilians and the way the generals conducted the war. People everywhere sought ways to cope with, if not escape, the environment of war. Many soldiers "escaped" the front lines through injury, disease or death. Others escaped psychologically and emotionally; still others deserted or mutinied. In 1917, the front-line soldiers of France and Russia grew increasingly disillusioned and apathetic. They began refusing to obey orders, retreating when commanded to advance; they deserted the military and engaged in open rebellion and mass mutiny.

This video describes some of the ways that people escaped from the horrors, violence and senselessness of the war. It also describes the government and military responses to these efforts.

CHAPTER OVERVIEWS and BACKGROUND

Chapter 1 ***Overview***
:02:20 - :03:20

1916 comes to a close having witnessed British Minister of War Kitchener lost at sea, Austrian emperor Franz Joseph dying of old age, and Rasputin, advisor to the Czar, murdered. As 1917 begins the Russian army is nearly spent, the British and French armies devastated by the massive bloodletting and the troops facing a bitter winter.

Chapter 2 *The Soldierly Spirit*
(:03:24 - :08:52)

An opening quote from British poet Siegfried Sasson captures the mood and doubt of millions of soldiers and civilians on both sides. He questioned the need to continue the war and challenged whether the war had any real meaning. As 1917 opened, the position of the Allies was the weakest it had been since August 1914. British poet Wilfred Owen, who served on the front, described the conditions of living day in and day out with corpses or parts of corpses, creating conditions that sapped the "soldierly spirit" of the living. Some soldiers went mad living among corpses and body parts.

Chapter 3 *Shell Shock*
(:08:55 - :11:46)

Men found various ways to escape, disconnect, mutiny or withdraw from the intolerable situation. Shell shock affected men in different ways, some of which are shown in the video. The symptoms, which varied in severity, were usually connected to an event on the battlefield. Various methods were attempted to treat this condition, including electric shock treatments.

Chapter 4 *The Talking Cure*
(:11:48 - :22:51)

One treatment for shell shock was psychotherapy, which took place miles from the battlefields in quiet places surrounded by green trees and grass. This technique, which had recently been introduced by Sigmund Freud, was also called the "talking cure" and was far more humane than electrical shock treatments.

The dead and the violence on the battlefield sometimes "visited the living." The "visits" sometimes occurred through seances, but the most common avenue was in dreams and nightmares. Millions of men could not sleep, as they dreamed about what they had seen and lost on the battlefields. Historian Jay Winter points out that many men whose memories were filled with the dead and violence had themselves killed their enemies–that is, their actions delivered the same horrors to their enemies.

Chapter 5 *The Officer's Nightmare*
(:22:54 - :35:30)

Mutiny wore many faces in 1917. Excerpts from the diary of a French infantryman describe his experiences during the war and his assessment of decisions and actions of the officers. Commander Robert Nivelle was a French general who insisted on sacrificing the men on the front lines to attack the Germans. On April 16, 1917, 700,000 French soldiers attacked 600,000 Germans in what Nivelle claimed would be the decisive victory of the war. Even though the French troops failed to advance as planned, Nivelle continued the attack. In a matter of days more than 200,000 men were killed or wounded. Many French soldiers refused to obey their orders, refusing even to go to the front. Eventually half of France's soldiers went on strike, committing mutiny against the way their officers were conducting the war. Most of their demands were met, and only a small number of the mutineers were punished severely. In Paris, many women factory workers who had gone on strike for better working conditions and shorter hours returned to the factories after their managers yielded to their demands.

Chapter 6 *Revolution*
(:35:34 - :45:00)

The most extensive mutiny of 1917 occurred in Russia: Both the army and the civilian population refused to participate in the conflict. In the video, one soldier, Maria Botchkareva, tells her tale of wanting to fight. Her experiences in the war led her to doubt the legitimacy of continuing to fight, given the conditions of the military and the abilities of the military leaders. The situation on the front worsened, and Tsar Nicholas II took personal command of the army. The people in the cities and villages of Russia suffered from shortages of food, fuel and clothing. On March 8, 1917, the women in Petrograd staged a massive demonstration to demand food; they were joined by thousands of men from the factories. Soldiers who were ordered to fire on the civilians shot their officers instead. The tsar's government was in serious trouble, and Nicholas II abdicated on March 15, 1917. Three centuries of Romanov rule ended with no resistance from Nicholas. One revolutionary, Sergei Mstislavskii, was convinced the revolution was not over because "not enough blood has been shed." He was right.

Chapter 7 ***Bolsheviks***
(:45:03 - :54:42)

Lenin, the leader of the Bolsheviks, was in exile in Switzerland when the tsar abdicated. Alexander Kerensky, a popular orator and lawyer, rose as the leader of the fragile democracy that emerged to govern Russia. He made the mistake of believing that he could retain power only if the army won a major battle on the front. Recognizing the weakness of the army and the refusal of the men to fight, he authorized women to be trained and sent to the front. As Kerensky's offensive failed and army desertions increased, his popularity decreased. Meanwhile, the Germans gave Lenin safe passage to return to Russia, and the stage was set for the Bolsheviks to take over. Lenin's message – "Bread, Peace, Land"–became more appealing with each day. On November 6, 1917, the Bolsheviks began their assault on Kerensky's government. In December 1917 the Russians, now led by Lenin, signed an armistice with Germany. The formal peace treaty was signed in March 1918, the last year of the Great War.

LESSON PLAN SUGGESTIONS

1. Write the Concepts and Themes words on the board or overhead. Ask students to define each. Help them to list the characteristics of a mutiny and why people would want to separate themselves from a war effort. Unless students consider these concepts immediately before, during and immediately following this video, they will miss many details. Also, the Concepts and Themes will help them see the video segments as related, complementing one another to describe the moods, events and contexts of the period.

2. Using an overhead or handout, ask students to consider the Key Generalizations and Ideas for this module. Ask them to paraphrase the ones that you want to emphasize. Ask them to watch the video with these points in mind, looking for relevant information.

3. Distribute Student Handout 5-A, Questions. You may want them to pay particular attention to specific questions, stopping the video after a segment to give them time to make notes.

4. Distribute Student Handout 5-B, Context and Overview of the Great War. Ask them to read this summary and answer the questions before watching the video. You might supplement this reading with textbooks, other readings or a lecture.

5. Distribute Student Handout 5-C, Shell Shock. Ask students to read about the neurosis that was labeled "shell shock" in the Great War and how this affected men along the battlefront. The video will provide vivid examples both of its effects on some men and of what was tried to treat this mental disorder. Additional research on battle fatigue could complement this narrative. Ask students to answer the questions included on the handout.

6. Distribute Student Handout 5-D, An Act of Wilful Defiance. This page quotes a protest against the Great War by a decorated war hero and noted British poet of the time. Tell the students that the Army assigned Siegfried Sassoon to psychiatric treatment at a mental ward in Britain rather than court-martialing him. Sassoon later returned to the front and survived the war. Ask the students to consider the mood and focus of Sassoon's writing, as well as its relationship to the major theme of this video.

The Imperial War Museum

Members of Russia's "Battalion of Death". Recruited in 1917 by special permission of the Provisional Government, this all-woman unit of the Russian Army was organized to show that women, too, could fight and die for their fatherland. They were also sent to the front to humiliate the men and increase their will to fight the Germans.

7. Distribute Student Handout 5-E, The Best Kept Secret of the War. Ask students to define the term "mutiny" and to list the conditions that might lead a person to mutiny. Ask the students to research the events and circumstances that led to the French mutiny and to decide whether the soldiers had a right to mutiny. Ask them to evaluate how the French commanders dealt with the mutineers.

8. Ask the students to consider the title of the module, ***MUTINY***, and ask them to watch for the personalities, events, attitudes, emo-

tions and decisions that contributed to individuals–both civilians and military personnel–disengaging from the war.

9. Ask students to reflect on one quote from Student Handout 5-F, Noteworthy Quotes. Ask them to interpret the quotation in the context of the person speaking and the situation in which the statement was made. You might want to ask them to interpret these both before they watch the video and afterward, and then to compare the differences in their interpretations. Students might also offer their personal reactions to particular quotes.

The National Archives

A damaged tank alongside a road in no man's land.

ENRICHMENT ACTIVITIES

1. Ask students to investigate the history, methods and effects of electric shock treatments and to research present uses of this treatment.

2. Ask students to investigate the theories and methods associated with Sigmund Freud's psychotherapy method and to report on the advantages and disadvantages of using these methods to treat people with mental problems. They may interview psychotherapists in their community or you may arrange for one to come into the class as an invited speaker.

3. Ask students to define "mutiny" and to list the factors that might lead people to mutiny. Ask them to read excerpts from Mutiny on the Bounty (or watch the video) to determine whether the men had grounds to mutiny. They may also study other mutinies, evaluating the conditions that brought each about and what was done to the mutineers.

4. Ask the students to pick a key figure in the March and November 1917 revolutions in Russia and to report on that person's major ideas and actions during this year, describing how these contributed to the success or failure of the person's efforts in the revolution.

5. Ask students to study the civilian strikes in various European nations and the U.S. during the war and to compare these strikes in terms of their causes, the activities of the strikers, the reactions of the government, and the short- and long-term effects. Ask them to identify which causes of these strikes were generated by the war.

6. Ask students to research why the governments of all the nations of Europe and the U.S. were afraid of the Bolshevik revolution and of the communist movement. Ask them to research why the British extended their blockade of Russia for almost a year after the November 1918 armistice and why Great Britain and the U.S. sent troops to fight the Bolsheviks on Russian territory.

7. Ask students to research General Robert Nivelle's plan for the April 1917 battle that led to the mutiny of the French army. Have them evaluate his decisions and the actions of the French army during this offensive. Ask them to decide who was more deserving of court-martial, the troops that mutinied or Neville himself.

8. Ask students to investigate the conditions and circumstances surrounding the abdication of Tsar Nicholas II in March 1917 and to suggest what he might have done to prevent the social unrest and mutinies that led to his abdication. Ask them to list the factors that prevented Nicholas from taking actions that might have prevented his downfall.

10. Ask students to locate and study one or more war poems written during the war. Ask them to describe the poem's images of the war, as well as the what poem says about the feelings, thoughts and experi-

ences of the men and women who lived at the time. Students might separate the poets according to nationality (French, German, British, Australian, American, etc.) or by status (soldier, officer, mother, wife, husband, etc.).

ADDITIONAL POST-VIEWING QUESTIONS

In addition to the questions on the student handouts and in the section on Student Learning Expectations, the following questions may be asked:

1. Define "mutiny" and "strike." What are the similarities and differences between the two actions?
2. How did the reactions in 1917 of nearly half of the French army to their conditions differ from the reactions of the Russian army to similar conditions?
3. How might the tsar's decision to abdicate in March 1917 be considered an example of mutiny?
4. If you had been a Russian civilian in Moscow or Petrograd, how might you have reacted to the news that the tsar had abdicated?
5. How did the pursuit of "total war" lead directly to the mutinies of 1917, the massive desertions in the Russian army, the labor strikes by civilians, and such mental conditions as shell shock?
6. If you had been in command of the French armies when nearly half the soldiers mutinied, what actions would you have taken to end the mutiny? How would you justify those actions?
7. Name at least six of the major ideas in Sigmund Freud's view of human personality and behaviors. Which of these ideas are used today by psychotherapists?

STUDENT RESOURCES

5-A. Questions.

This sheet provides a set of questions to focus students' attention on the important content in each segment of the video.

5-B. Context and Overview of the Great War.

This sheet provides background details to help the students understand the ways that people–both in and out of the military–reacted to the war. It includes questions to be answered before seeing the video, questions that you may ask them to reconsider after the viewing.

5-C. Shell Shock.

This sheet provides details about shell shock as a reaction to the conditions of the battlefield.

5-D. An Act of Wilful Defiance.

This sheet contains a statement of protest against the Great War by Siegfried Sassoon, a noted British poet and war hero.

5-E. The Best Kept Secret of the War.

This sheet provides information on the mutiny of the French army in the late spring of 1917.

5-F. Noteworthy Quotes.

This sheet provides a number of quotes from individuals whose words express the thoughts and feelings of people in reaction to the Great War.

MODULE 6: *COLLAPSE*

CONCEPTS AND THEMES

Abdicate, Mutiny, Blockade, Misery, War Mad, Peace, Collapse, Victor, Vanquished, Armistice

KEY GENERALIZATIONS AND IDEAS

A group of hungry children in Vienna, Austria who were victims of the food shortages brought about by their government's diversion of food to the army during the War and the Allies' continued naval blockade against Germany and her allies after the November 11, 1918 cease fire. The American Relief Administration, the first foreign aid program in history, was directed by Herbert Hoover. The relief effort fed hundreds of thousands and saved thousands from certain death and starvation.

Photo: Hoover Institution Archives

- Individuals and groups may withdraw their support for particular actions and conditions; this withdrawal may result in the collapse of those actions or conditions.
- The withdrawal of support for particular actions and conditions may mean that support has been withdrawn from the leaders responsible for those actions and conditions.
- The withdrawal of support for particular actions and conditions may or may not bring about the expected results.
- While people have specific reasons for withdrawing support from existing conditions or actions, different reasons may guide their actions in shaping new conditions.

STUDENT LEARNING EXPECTATIONS

COLLAPSE describes a number of events, conditions and attitudes that contributed to the collapse of Germany's willingness to continue the war effort, a collapse that then enabled Germany to claim after the war that its army had not actually been defeated on the battlefield. This video includes details of the war effort of the U.S. and of the circumstances that led to the armistice agreement that brought a cease-fire to the battlefront.

At the end of this lesson, students should be able to do the following:

1. Define "collapse," and state the conditions in 1917 and 1918 that directly contributed to the collapse of the German war effort in 1917 and 1918.
2. Describe critical events in Germany during the last months of 1917 and throughout 1918, and describe the attitude of the German people during this period.
3. Explain how the events in Germany and attitudes of the German people in 1918 contributed to the lack of support for the Kaiser and for continuing the war.
4. Describe the actions of the Kaiser during 1917-18, and explain how these weakened his support among civilians and top government officials.
5. Explain why the German government decided to resort to unrestricted submarine warfare in February 1917, and identify the possible positive and negative effects of this decision.
6. Explain the positive impact the war had on the U.S. prior to its entry into the war.
7. State three of President Woodrow Wilson's ideas about war and about this particular war, and explain how these ideas may have contributed to his reluctance to enter the war.
8. Describe the contents of and circumstances surrounding the Zimmermann note and how these contributed to the U.S. decision to enter the Great War in April 1917.
9. Describe the American policies and actions to organize and mobilize the entire population to participate in the Great War.
10. Define "war mad," and give examples of "war madness" in the U.S.
11. Describe the prevailing attitudes of the majority of Americans toward Black people, and identify the contradictions between the treatment of Blacks in the U.S. and asking Black Americans to go to Europe to "make the world safe for democracy" and establish "a new world order."

12. Identify at least three major reasons for the massive German offensive that began in April 1918.

13. Describe the events and conditions that led to the final collapse of Germany's war effort and its decision to accept an armistice.

14. Describe five characteristics of the combat behavior of the American soldiers and the impact of the American soldiers on the collapse of the German war effort.

15. Explain why General Pershing ordered his officers to shoot large numbers of American soldiers and what this order revealed about Pershing, his officers and his soldiers.

16. Explain why the German Navy mutinied in October 1918 and why this mutiny spread so rapidly along the docks and into the major cities of Germany.

17. Identify at least four reasons the killing continued until the very minute of the cease-fire.

18. Describe the reactions of civilians, military leaders, soldiers and government officials to the realization that the fighting had at last stopped.

19. Explain why many insisted that it was far easier to fight a war than to make peace.

BACKGROUND DISCUSSION

The year 1918 started with major German offensives on the western front, which the Allies stopped. With the help of the Americans, the Allies then engaged in highly successful offensives of their own. Germany's civilian support for the war eventually collapsed, and a mutiny by the German navy swept into the cities. In early November, the Kaiser abdicated and fled to neutral Holland. This video concentrates on the 1918 decisions, conditions and actions that resulted in the defeat of the Central Powers and the final collapse of their ability to continue the war.

On the 11th hour of the 11th day of the 11th month of 1918, a cease-fire went into effect for all combatants–The war was over. However, the killing and violence continued up to the exact minute of the cease-fire. Along miles of the western front, the Allies fired their artillery until all their shells were gone. On that last morning alone, hundreds of thousands of shells were fired when none needed to be. Men were shot seconds before the cease-fire. Once again, total war brought killing, destruction and violence even when such actions were unnecessary and were not going to alter the outcome.

When the cease-fire came, people all over the world celebrated. In the war-torn nations, however, the celebration was tempered by the knowledge of what had been lost and what was needed to rebuild. And the war was not over for the German civilians. The Allies insisted on continuing the blockade through the winter months, resulting in mass starvation and death. The decision to maintain the blockade reflected the desire of the Allied leaders, with the exception of President Wilson, to hold the German nation directly and solely accountable for the war and all its destruction.

In the days that followed the Armistice, the people of the world learned that it is of-ten far easier to wage war than it is to build a lasting peace.

The National Archives

Americans rally to support their nation, their troops and their allies against "Kaiser Bill".

CHAPTER OVERVIEWS and BACKGROUND

Chapter 1 *Overview*
(:02:40 - :04:32)

1917 comes to a close with Russia knocked out of the war by revolution, the French army rocked by mutiny, the Italian routed, the German army still firmly entrenched on the Western Front, and Europe running out of men—drafting old men and young boys.

Chapter 2 *What Is It All For?*
(04:34 - 07:28)

"How much longer can the war continue?" This question was in the minds of countless people in the opening days of 1917. This segment provides details on the conditions, suffering and misery of civilians as reported by Evelyn Blucher, the British-born wife of a

German nobleman. She described strikes, serf-like conditions among the people and widespread and severe poverty.

Chapter 3 *Monarchy*
(:07:31 - :11:45)

The Kaiser no longer had the effective power to make decisions and became an embarrassment to the government and the military. The real power rested with two generals, Paul von Hindenburg and Erich Ludendorff. They decided that the key to victory was to prevent the Allies from receiving supplies from overseas and to starve British civilians until they demanded peace. They also planned to defeat the French and British armies before the Americans could train an army and ship enough soldiers over to make a difference. Von Hindenburg and Ludendorff began unrestricted submarine warfare.

Chapter 4 *Democracy*
(:11:47 - :23:05)

When the war began in August 1914, the economy of the U.S. boomed, as supplies, food and equipment were produced for the war efforts of the combatants. Bankers loaned billions of dollars to the European nations at war. However, while the Americans wanted the wartime profits, they did not want to be directly involved in the war. President Woodrow Wilson reflected their desires. The unrestricted torpedoing of ships by the Germans upset Wilson, who firmly believed in the rights of neutral nations in war. The disclosure of the Zimmermann note, in which the Germans offered to give Mexico part of the U.S. in return for Mexico's siding with the Central Powers, finally led Wilson to ask for a declaration of war on April 2, 1917. Wilson claimed that America went to war to "save the world for democracy" and to "establish a new world order" founded on democratic principles.

The National Archives

As part of the "war madness" in America, Germans who were accused of supporting the German nation were deported, often with no trail or opportunity to prove their innocence or allegiance to America.

Once war was declared, the Americans needed to raise, train and equip an army and ship it overseas. Eventually, more than five million men volunteered or were drafted. Some Americans who were "war mad" reacted vehemently against anything that reminded them of Germany and Germans. Black Americans expressed their desire to be allowed to be free and to participate fully in the principles of democracy. Black Americans fought courageously in the Great War, and many died for a nation in which they had never been able to enjoy democracy.

Chapter 5 *The Bitter Truth*
(:23:07 - :36:21)

This segment begins with a report by German Princess Evelyn Blucher, describing the growing dislike of the German civilians for their Kaiser. The British blockade of Europe increased the suffering and misery among the German people, and the demand for peace became louder. In March 1918, the Germans began a massive assault, engaging one million soldiers along a 50-mile front near the Somme River. In just four hours, the Germans fired over one million shells, many of which contained poison gas. In four days the Germans advanced nearly 14 miles in some places. The Kaiser celebrated the apparent victory, but the advance was stopped very quickly.

In the next four months, the Allies stopped five major German offensives. In desperation, General Ludendorff ordered massive frontal charges against the Allies and the slaughter continued. One eyewitness account described the slaughter as "simply murder." In the fall of 1918, the British launched an offensive against the Germans; German defenses showed signs of collapse and the Germans retreated. In October the Kaiser was told that Germany would lose the war.

Chapter 6 *The Great Adventure*
(:36:24 - :43:29)

Captain Harry S Truman, future President of the U.S., served with over two million other Americans in France. The Allied forces debated who should lead the "Yanks" or "Doughboys" and what their role should be. General John Pershing insisted that the Americans would be under American leadership, fighting as an independent American army, rather than under the leadership of British or French officers.

This video focuses on two battles fought by the Americans in May and June of 1918 and includes Truman's observations. In September the Americans went "over the top" for the first and only time in the war; they were slaughtered, "falling in place as if they were cornstalks." Nearly 100,000 Americans retreated in a very haphazard manner: Pershing's order to shoot those retreating was ignored by his officers. By war's end, the American army had suffered 175,000 casualties, including 132,000 dead. Historian David Kennedy reports that the actual military contribution of the Americans to the fighting was "absolutely minimal." Other historians disagree with this assessment of America's war efforts on the front line.

Chapter 7 ***Death Throes***
(:43:31 - :48:24)

The German navy triggered the final collapse of the Kaiser's government and the war effort. At the start of the war, the German navy (the second-largest in the world) had fought only one battle; it spent the war in port. However, the treatment of the sailors by their officers was such that the sailors grew resentful of the military system. The sailors felt like they were in "iron prisons." In October 1918, with the army in retreat, the German navy was ordered to fight one final battle for the honor of Germany. The sailors mutinied. The mutiny spread from the ships to the dockyards into the streets of Germany's cities. Realizing the end was near, the Kaiser fled to neutral Holland. His abdication on November 9, 1918, ended the 500-year reign of the Hohenzollern family dynasty.

Chapter 8 ***November 11, 1918***
(:48:27 - :54:43)

The killing continued until the 11th hour of the 11th day of the 11th month of 1918, the moment of the cease-fire. The stillness was deafening. In Allied cities, the celebrations went on for days. Nine million soldiers had died; over 22 million more had been wounded. German citizens feared what the future might bring. Others reflected on the meanings of the war, for victor and vanquished alike, noting that it was far easier to wage this war than it would be to arrange a lasting peace.

LESSON PLAN SUGGESTIONS

1. Write the Concepts and Themes words on the board or overhead. Ask students to define each. Unless students consider these concepts immediately before, during and immediately following this video, they will miss many details. Also, the Concepts and Themes will help them see the video segments as related, complementing one another to describe the moods, events and contexts of the period.

2. Using an overhead or handout, ask students to consider the Key Generalizations and Ideas for this module. Ask them to paraphrase the ones that you want to emphasize. Ask them to watch the video with these points in mind, looking for relevant information.

3. Distribute Student Handout 6-A, Questions. You may want them to pay particular attention to specific questions, stopping the video after a segment to give them time to make notes.

4. Distribute Student Handout 6-B, Context and Overview of the Great War. Ask them to read this summary and answer the questions before watching the video. You might supplement this reading with textbooks, other readings or a lecture.

5. Distribute copies of Student Handout 6-C, The Zimmermann Note. This sheet contains the text of the Zimmermann note, which helped solidify the support of the American people for entering the

The National Archives

Black American "Buffalo" soldiers of the 367th Infantry, 77th Division posing for a portrait in France. These soldiers were among the more than 400,000 Black Americans who joined the armed forces during the Great War. The majority of Black Americans who saw active duty on the front line fought under French command, while those who stayed under American command served as laborers rather than fighters.

war against Germany. Ask students to consider the implications of Zimmermann's proposal and to answer the questions on the sheet.

6. Distribute copies of Student Handout 6-D, The American Espionage Act of 1918. This sheet provides excerpts from this important Act, which seriously limited the civil rights of Americans. Ask students to explain the purposes of this law and how it ensured that America was engaged in a total war against Germany and the Central Powers.

7. Distribute copies of Student Handout 6-E, Motivations for the American Entry into War. Ask the students to evaluate these factors as possible reasons for the U.S. to enter the Great War.

8. Ask the students to consider the title of the video, ***COLLAPSE***, and ask them to watch for the personalities, events, attitudes, emotions and decisions–both on and off the battlefield–that contributed to the collapse and surrender of the Central Powers in late 1918. Ask them to pay particular attention to the conditions among the civilians in Russia and Germany and how these contributed to the decision to abandon the war.

9. Ask students to reflect on one quote from Student Handout 6-D, Noteworthy Quotes. Ask them to interpret the quotation in the context of the person speaking and the situation in which the statement was made. You might want to ask them to interpret these both before they watch the video and afterward, and then to compare the differences in their interpretations. Students might also offer their personal reactions to particular quotes.

ENRICHMENT ACTIVITIES

1. Ask students to investigate the collapse of Germany in late October and early November 1918 and to explain why Germany claimed for the next two decades that its armies had been "stabbed in the back" rather than defeated on the battlefield. Underscore the role of this belief in helping Adolf Hitler gain power in 1933.

2. Ask students to investigate one of the battles fought by the Americans and to assess the impact of the Americans in helping to bring about the collapse of Germany. Ask students to read diary excerpts from soldiers who fought for the U.S., using these to describe what it was like to be an American soldier on the battlefields of this war.

3. Ask students to investigate the contributions of Black Americans, Native Americans, Hispanic Americans, and other ethnic Americans in this war, examining how their efforts may have been viewed by officers, fellow soldiers, the Germans, and American civilians during and after the war.

4. Ask students to investigate the life of men on the German U-boats and in the convoys of Allied ships during the war, comparing their efforts and risks in trying to win the war for their sides. Suggest that students find out how the Allies counteracted the U-boats and evaluate the effectiveness of their actions.

5. Ask students to examine the laws that were passed in the U.S., Great Britain, France, Italy and Germany to ensure that no one publicly worked against the success of that nation's war effort. Ask them to explore whether the civil rights of the people were compromised and whether these restrictions were consistent with the constitutions of the respective nations.

6. Ask students to investigate and compare the propaganda techniques and materials that were developed and used in at least two of the combatant nations. Ask students to create their own propaganda signs and slogans or to make a collage of reproduced posters actually used in the war.

7. Ask students to investigate the conditions on the western front on November 11, 1918, describing the amount and effects of the violence and killing that went on in the last hours of the war. Ask them to evaluate the reasons men on both sides gave for continuing to fight to the last minute.

8. Ask students to study the life of Kaiser Wilhelm II after his abdication and to research his thoughts and feelings about the war, his abdication, the surrender of Germany and the results of the peace treaty that was signed on June 28, 1919.

9. Ask students to research the ideas and actions of President Woodrow Wilson before and after he asked Congress to declare war on Germany. Ask them to consider his ideas about democracy, about the participation of people in government and about the policies, laws and actions of the American government during the war.

ADDITIONAL POST-VIEWING QUESTIONS

In addition to the questions on the student handouts and in the section on Student Learning Expectations, the following questions may be asked:

1. How did the events in Germany and the attitudes of the German people in 1918 contribute to the lack of support for the Kaiser and for continuing the war?

2. How did the actions of the Kaiser during 1917-18 weaken his support among civilians and top government officials?

3. Why did the German government decide to resort to unrestricted submarine warfare in February 1917? Give at least three reasons.

4. Why did the Germans begin a massive offensive in April 1918? Give at least three reasons.

5. State at least three ideas that President Woodrow Wilson had about war and about this particular war. How did these ideas contribute to his reluctance to enter the war.?

6. What were the prevailing attitudes of the majority of Americans in 1917 toward Black Americans?

7. Identify five characteristics of the combat behavior of the American soldiers. What impact did the American soldiers have on the collapse of the German war effort.?

8. What events and conditions led to the final collapse of Germany's war effort and its decision to accept an armistice?

9. After the cease-fire, why did people say it was easier to fight the war than it was to make peace? Give at least three reasons.

10. How did the "war madness" that occurred in the U.S. reflect the essence of total war, that is, a war not merely between opposing armies but between opposing nations?

The National Archives

Soldiers celebrating the beginning of the official cease-fire at the 11th hour of the 11th day of the 11th month of 1918.

STUDENT RESOURCES

6-A. Questions.

This sheet provides a set of questions to focus students' attention on the important content in each segment of the video.

6-B. Context and Overview of the Great War.

This sheet provides background information to help the students understand the dominant conditions and moods of the time. It includes questions to be answered before seeing the video, questions that you may ask them to reconsider after the viewing.

6-C. The Zimmermann Note.

This sheet contains the text of the Zimmermann note, which helped solidify the support of the American people for entering the war against Germany.

6-D. The American Espionage Act of 1918.

This sheet provides excerpts from this important Act, which seriously limited the civil rights of Americans.

6-E. Motivations for the American Entry into War.

This sheet provides a list of reasons for the U.S. to enter the Great War.

6-D. Noteworthy Quotes.

This sheet provides a number of quotes from individuals whose words express the thoughts and feelings of this period of the war.

MODULE 7: *HATRED AND HUNGER*

CONCEPTS AND THEMES

Hatred, Hunger, Starvation, Blockade, Revenge, Despair

KEY GENERALIZATIONS AND IDEAS

- Decisions that are shaped by hatred and revenge often create conditions that maintain if not increase the deprivation and suffering of individuals who were not the original targets of these decisions.

The National Archives

Allied leaders at the Paris Peace talks, Lloyd George of Britain, Vittorio Orlando of Italy, Georges Clemenceau of France and Woodrow Wilson of the United States.

- Individuals and groups react to deprivation and suffering in a number of ways, including resorting to activities that under prior conditions they considered to be immoral, illegal or taboo.
- One cannot reliably predict a person's or group's reactions to prolonged and severe deprivation of basic human needs and the suffering generated by such deprivation. Consequently these reactions may but need not conform to moral, ethical or legal standards that guided personal or group actions prior to such deprivation.
- While individuals may make irrational and hasty decisions during times of intense emotional feelings, they do not necessarily revise their decisions after these feelings have abated.
- The emotions that were intense and important during a conflict may be retained to guide an individual's or group's decisions following the conflict. When this occurs, the post conflict emotions may adversely affect the rationality and fairness of the decisions that are made.
- Leaders and governments tend not to consider the terms of peace during a war. Consequently, the terms of peace are often decided under many of the emotions that guided decision-making during the war.
- Establishing a fair and lasting peace is often far more difficult and complex than guiding the actions of a nation during a war.
- In fighting a war as well as determining the conditions for peace, leaders vary in their ability to distinguish among the "nation," the leadership, and the people with whom they are at war and with whom they are to make peace. For instance, when the United States declared war, was the war declared against the nation of Germany, Kaiser Wilhelm II and his Ministers or each individual German citizen? If it was the German nation, what did this mean the United States was going to fight?

STUDENT LEARNING EXPECTATIONS

HATRED AND HUNGER describes a number of events, conditions and attitudes that contributed to the starvation, suffering, illness and death of millions of people in Germany, the other Central Powers, and Russia during the latter months of the war and even after the cease-fire. These conditions were the direct result of the continued naval blockade against these nations. This video includes details of the day-to-day living conditions of some of the people in these nations, and of the events, attitudes and ideas that shaped the final peace treaty between the warring nations.

At the end of this lesson, students should be able to do the following:

1. Define "hatred," and cite examples of the postwar behavior of the British, Italians and French that illustrate their hatred of the Germans.
2. Define "hunger," and describe specific conditions in Germany, Austria and Russia that illustrate the hunger in these nations after the war.
3. Identify three reasons many people did not think that the world could go back to the way it had been before the war.
4. Describe the actions that were needed to set up the "new world order."

5. Describe the last days of Tsar Nicholas II and his family and the reasons for the treatment they received.

6. Explain why Tsar Nicholas II and his family were assassinated when and where they were.

7. Describe what the death of the tsar and his family symbolized for the Russian people as they sought to establish a new government for themselves.

8. Identify three reasons that the French, British and Americans landed in Russia in 1919 and fought the Bolsheviks.

9. Explain why historian Jay Winter claims that the "Cold War" between the Communists and the democratic nations of western Europe and the U.S. started on the tundra of Russia in 1919.

10. Describe the political and economic conditions in Germany after the Kaiser abdicated in November 1918.

11. Explain why the deaths of Rosa Luxemburg and her associates are attributed to the Great War.

12. Describe dadaism and explain why this movement emerged in Europe during the Great War.

13. Define "national self-determination," and describe what was done during the Paris Peace Conference to prevent or ensure self-determination.

14. Describe the initial reactions of the European people to President Woodrow Wilson and his ideas, and compare these to their later reactions.

15. Explain why historian Jay Winter claims that the Paris Peace Conference was like a "grand bazaar."

16. Explain why the Allies continued their blockade of their war enemies and Russia after the cease-fire.

17. Describe the political and economic situation in Russia during its civil war.

18. Describe the terms of the Treaty of Versailles and explain Germany's reaction to it.

19. Describe the efforts of Herbert Hoover in Europe after the armistice, and explain why Hoover thought the job he was doing was important.

BACKGROUND DISCUSSION

Of all the momentous events of 1918, the most momentous was the Armistice - the cease-fire that occurred on November 11th. The celebrations lasted for days in some cities around the world.

The world could not return to the way it was - to what was "normal." Four empires had disappeared, a new menace labeled "Bolshevism" arose, and millions of people tasted the ideas and feelings associated with nationalism, national self-determination and democracy. The peace that followed the war was not one that was likely to last for a long period. The efforts to adjust to the war and what people experienced during and after the Great War would dominate decisions in every area for the rest of the century. And, for millions the war continued for months, years and even decades after November 11.

Hoover Institution Archives

Survivors of the Russian famine during the first four years following the Great War.

CHAPTER OVERVIEWS and BACKGROUND

Chapter 1 *Hatred and Hunger* (:02:46 - :05:07)

Victory was celebrated all along the western front and in every Allied nation. However, the world could not return to the way it had been before the war. Four empires had been swept away, new nations had been created and over 18 million people had died in the war. Another 20 million people died of influenza in 1918. The struggle to bring order to the new world would haunt the nations for the rest of the century.

Tsar Nicholas II of Russia.

Photo: The National Archives

Chapter 2 ***Russia***
(:05:09 - :14:45)

This segment examines the last months in the life of Tsar Nicholas II and his family and the end of the Romanov Dynasty, which had ruled for three centuries. The words of Tsarina Alexandria are included, as she reflected on what was happening in her country and to her family. On July 16, 1918, Iakov Iurovsky, the local leader of the Bolsheviks in Siberia, and his men shot the royal family with no warning. These assassinations symbolized the end of the old order in Russia.

Chapter 3 ***Intervention***
(:14:48 - :19:35)

American, British and French solders tried to defeat the Bolsheviks on the frozen tundra in and around the port city of Archangel. Eyewitness accounts vividly describe this short-lived expedition, including the killing of Russians and burning of a village. This was the only time in the 20th century that the Russians and Americans fought each another directly.

Chapter 4 ***Germany***
(:19:37 - :29:20)

Germany was also in chaos. In addition to the struggle for power to establish a republic, the streets of many cities were like war zones. One person who wanted reforms and changes in the role of government was Rosa Luxemburg, an intellectual and a Socialist. She wanted revolution, but dreaded bloodshed. While in prison during the war, she had studied communism; she wanted postwar Germany to make these ideas a political reality. Her efforts to bring about revolution by force in January 1919 were met with stubborn and bloody resistance by the Conservative political party. Over 1,000 people were killed in these clashes, including Luxemburg.

Many German artists and writers expressed their reactions to the war in their work. George Grosz and fellow artists began a new artistic movement called "dadaism." It examined the senselessness of the age and communicated that art, which reflected traditional values and themes, was dead.

Chapter 5 ***The Victors***
(:20:22 - :37:40)

This segment opens with quotes from Harry S. Truman, describing life for the American soldiers in France as they waited to return home. It examines the personality and ideas of American President Woodrow Wilson, who went to France to negotiate the peace agreements and to secure the new world order he had promised. The European people had an extremely positive initial response to Wilson. The attitude of the leaders of the victorious nations, however, was quite different. They wanted revenge, protection of their national interests and security from any future war with Germany. Refusing to adopt a conciliatory posture, these leaders demanded more than idealistic speeches from Wilson. They criticized him as an American who knew little about the actual destruction of the war and who did not seem to want to observe it firsthand. Other participants at the Paris Peace Conference included Ho Chi Minh, future leader of Vietnam; W.E.B. Du Bois, representing Black Americans; and T.E. Lawrence, who hoped the British would honor their commitments to the Arabs who had fought for the Allies. These three and many others were ignored, betrayed or rejected, with repercussions that have echoed through the rest of the century.

Chapter 6 ***Revenge***
(:37:42 - :49:38)

While the armistice of November 11, 1918, stopped the fighting on the battlefields and officially ended the war, the war against civilians continued through the peace conference. The British navy continued its blockade in a deliberate effort to punish the Germans and to force them to accept whatever terms were finally set. The Germans and Austrians were particularly hard-hit, and thousands died of starvation and the effects of the severe winter. Herbert Hoover, a member of President Wilson's government, led efforts to relieve the suffering and starvation: "We do not kick a man in the stomach after we have licked him."

In Paris, President Wilson was losing his fight for a more lenient, humane settlement of the peace. As the conference continued, many people in Europe became disillusioned with Wilson, thinking he had betrayed them. He tried to avoid visiting some of the sites of the destruction and meeting people in the territories that had been destroyed, as though he did not want to face the reality of the destruction. Instead of the open-door deliberations Wilson had promised, the negotiations took place behind closed doors. The video examines some of the terms of the Treaty of Versailles, which was signed June 28, 1919, exactly five years after the assassination of Archduke Ferdinand. It also highlights some problems that evolved from those terms.

Chapter 7 ***Compassion***
(:49:40 - :54:32)

The blockade ended in July 1919, eight months after the cease-fire. In Russia, however, the killing and starvation continued, and Herbert Hoover's relief efforts extended to help the Russians. The Great War brought not only hatred and hunger, but also compassion for the suffering.

LESSON PLAN SUGGESTIONS

1. Write the Concepts and Themes words on the board or overhead. Ask students to define each. Help them list the characteristics of "hatred" and "hunger." Ask them to describe what it would be like to live with widespread and severe shortages of food, clothing, medicine and money. Ask them to explain why the citizens of one nation would want to continue to punish the civilians of another nation, even after its armed forces had surrendered. Unless students consider these concepts immediately before, during and immediately following this video, they will miss many details. Also, the Concepts and Themes will help them see the video segments as related, complementing one another to describe the moods, events and contexts of the period.

2. Using an overhead or handout, ask students to consider the Key Generalizations and Ideas for this module. Ask them to paraphrase the ones that you want to emphasize. Ask them to watch the video with these points in mind, looking for relevant information.

3. Distribute Student Handout 7-A, Questions. You may want them to pay particular attention to specific questions, stopping the video after a segment to give them time to make notes.

4. Distribute Student Handout 7-B, Context and Overview of the Great War. Ask them to read this summary and answer the questions before watching the video. You might supplement this reading with textbooks, other readings or a lecture.

5. Distribute Student Handout 7-C, The Paris Peace Conference: Different Hopes and Expectations. Ask students to read these fictionalized summaries of the positions of the leaders of the major nations involved in the peace negotiations. They should understand the reason for each person's position. Ask students to compare the different positions and to consider what the peace terms might look like if each person had decided the terms by himself.

6. Distribute Student Handout 7-D, People Are Dying Like Flies. Students can use this sheet to imagine what it was like among the civilian populations of the defeated nations as a direct result of the Allied blockade and the fighting in the Russian civil war.

7. Distribute Student Handout 7-E, A Confession of Guilt Would Be a Lie. This sheet in-cludes two statements that present the German position on its responsibility for starting the Great War and its guilt for acts committed during the war. Students should evaluate the accuracy of the ideas presented, answering the questions that are included.

8. Distribute Student Handout 7-F, Managing Without the Kaiser. Ask students to read this essay to understand the issues that had to be resolved in order for the Germans to establish and preserve a republican form of government.

9. Ask the students to consider the title of the module, ***HATRED AND HUNGER***, and ask them to watch for the events, attitudes, conditions and decisions that contributed to the continuing punishment of the German civilians, even after the cease-fire.

10. Ask students to reflect on one quote from Student Handout 7-G, Noteworthy

T.E. Lawrence, better known as "Lawrence of Arabia", helped unite the various Arab factions in the Middle East to the British defeat the Turks and their Arab allies. In spite of the promises made by the British to help their Arab allies gain their own nations and governments after the war, the expectations of the Arabs were shattered at the Paris Peace Conference when Lawrence and the Arabs were shut out of the negotiations.

Photo: The Imperial War Museum

Quotes. Ask them to interpret the quotation in the context of the person speaking and the situation in which the statement was made. You might want to ask them to interpret these both before they watch the video and afterward, and then to compare the differences in their interpretations. Students might also offer their personal reactions to particular quotes.

ENRICHMENT ACTIVITIES

1. Ask students to investigate the origins and additional characteristics of the "DADA Movement" and to make a list of reasons why this ideas behind the Movement reflected the mood and thoughts of a large number of people during the later part of the Great War and the years after it. Have them find selected examples of art work by members of this Movement and then describe how the work reflects the characteristics of and reasons behind this Movement.

2. Have students investigate the initial actions of the Bolsheviks after their seizure of power in November, 1917. Ask them to make a list of actions they took that helped them secure their position as leaders of the Russian government and actions that would lead others to oppose their rule. Given these actions, for what reasons might the British, French and United States have opposed the Bolshevik government? Also have students answer the question, "What are the reasons why the "Cold War" may have started with the Bolshevik seizure of power in November 1917?"

3. Have students read excerpts from *Dr. Zhivago* (or see parts of the movie) and examine other documents to generate a narrative that reflects the living conditions during and reactions of the Russian people to the Civil War that followed the Bolshevik takeover of power in November 1917. Ask them to find the major ideas that each of the conflicting sides supported. Then ask them to investigate government policies and living conditions of most Russians during the 1920s and compare these with living conditions prior to and immediately after World War I. Ask them to determine during which of the three periods did most Russians experience the "best" living conditions?

4. Have students investigate the activities, time line, issues and individuals involved with the Paris Peace Conference and then support or refute Historian Jay Winter's claim that this Conference was like a "grand bazaar."

5. Have students investigate the activities of Herbert Hoover in providing massive relief assistance to the nations of Europe following the War. Ask them to assess the need for such a program as well as its consequences on economic and political life in the United States as well as in particular European nations such as Austria, Hungary, Russia and Germany. Hoover's program has been called America's first "foreign aid" program. Ask students to consider the pros and cons of foreign aid programs and to consider Hoover's program in light of these pros and cons. They might also investigate instances of foreign aid in the world today in light of their list of pros and cons.

6. Ask students to consider the policies and actions of the British, French, Italians and Americans following the armistice that resulted in widespread suffering, social chaos, hunger, illness, starvation and death among civilian populations in the European nations that opposed them. Ask them to determine the Allies's justifications for these policies and actions. Ask them to describe what they would have done to punish the Germans had they been the leader of Britain, France or Italy. Then ask them to decide what would have been the best policies for the Allies to follow in their treatment of Germany after the war.

ADDITIONAL POST-VIEWING QUESTIONS

In addition to the questions on the student handouts and in the section on Student Learning Expectations, the following questions may be asked:

1. What actions were needed to set up the "new world order"?

2. Describe the last days of Tsar Nicholas II and his family.

3. If they had not executed the Russian royal family, what should the Bolsheviks have done with them?

4. Why does historian Jay Winter claim that the "Cold War" between the communists and the democratic nations of western Europe and the U.S. started on the tundra of Russia in 1919?

5. What is "national self-determination"? What happened during the Paris Peace Conference to prevent or ensure self-determination for people in the defeated nations? for people in the colonies of the victorious nations?

6. Why are the deaths of Rosa Luxemburg and her associates attributed to the Great War?

7. What tasks did Herbert Hoover undertake after the armistice to end the starvation and suffering of the civilians in Europe? Why did he think this was such an important mission?

8. What were the specific results of the Treaty of Versailles? Identify at least five results.

9. How did Germany react to the terms of the treaty?

STUDENT RESOURCES

7-A. Questions.

This sheet provides a set of questions to focus students' attention on the important content in each segment of the video.

7-B. Context and Overview of the Great War.

This sheet provides background details of the period just after the war to help the students understand the dominant conditions and moods of the time. It includes questions to be answered before seeing the video, questions that you may ask them to reconsider after the viewing.

7-C. The Paris Peace Conference: Different Hopes and Expectations.

This sheet summarizes the positions of the leaders of the major nations at the Paris Peace Conference. A set of questions is included.

7-D. People Are Dying Like Flies.

This sheet describes the conditions of suffering, starvation and death among the civilian populations in two nations as a direct result of the naval blockade by the Allies. A set of questions is included.

7-E. A Confession of Guilt Would be a Lie.

This sheet includes two statements by a German official, outlining the position of the Germans on who was responsible for starting the Great War and who were the guilty parties. A set of questions is included.

7-F. Managing Without the Kaiser.

This sheet is a short history of the efforts of the people of Germany to establish a republic to replace the monarchy of the Kaiser. A set of questions is included.

7-G. Noteworthy Quotes.

This sheet provides a number of quotes from individuals whose words express the thoughts and feelings of the period just after the war.

The Library of Congress

President Woodrow Wilson addressing the U.S. Congress and requesting the ratification of the League of Nations.

MODULE 8: *WAR WITHOUT END*

CONCEPTS AND THEMES

Peace, War, Memorials, Reconciliation, Memories, Remembering, Forgetting, Pilgrimage, Monument, Victim, Scars

KEY GENERALIZATIONS AND IDEAS

- Individuals who experience a powerful or tragic event take a variety of actions both to remember and to forget their experiences.

- Individuals who experience a powerful or tragic event never completely forget those experiences or those who were lost during that event.

The Imperial War Museum

A photo a one French soldier who became a "man without a face". Facial injuries such as this were common during the war, and thousands had disfiguring head and face wounds.

- Individuals and groups may be affected by an event long after the event is over.

- Some people who seek to justify their participation in a particular event may select particular individuals and groups as scapegoats to justify the event or its effects.

- When the individuals involved in peacemaking have goals and motives other than bringing about a just and lasting peace settlement, the peace is not likely to be just, settled or lasting.

- People have very different expectations about the ending of a war.

- People who have not experienced a powerful or tragic event often fail to recognize the impact of the event on those people who did experience it.

STUDENT LEARNING EXPECTATIONS

WAR WITHOUT END describes the various responses that people had to the Great War and the various ways people coped with the war and its aftermath. It also examines the effects of the war in terms of its human costs. Two common themes weave through the video: The cease-fire and peace treaty did not really end the war, and survivors and historians of this war continue to try understand all the killing, violence, destruction and horror. In spite of the intervening years and in-depth research that has been done on the Great War, the issues of the war's meaning and justification have yet to be resolved. Given that much of the current geopolitical situation can be traced to the Great War, either directly or indirectly, we must reflect on the lessons and experiences of that war, lest it continue to claim victims.

At the end of this lesson, students should be able to do the following:

1. State at least five reasons that the Great War was fought, and identify the individuals and groups that proposed or accepted each of these reasons.

2. Describe the efforts of President Woodrow Wilson to persuade the U.S. Senate to ratify the Treaty of Versailles and the League of Nations.

3. Explain why President Woodrow Wilson wanted the U.S. to support and join the League of Nations.

4. Explain why some historians claim that President Wilson was himself a "victim of the Great War."

5. Describe some of the memories that the men who fought in the front lines of this war might have had about their experiences, about those who fought alongside them, and about those who were far removed from the battlefield.

6. Describe at least five ways that people sought to remember the Great War and those who were casualties of the war.

7. Explain why people and nations built monuments and memorials to those who died in battle during this war.

8. Explain why people visited the grave sites and cemeteries after the war.

9. Explain why so many men who experienced firsthand the violence and horrors of the battlefield refused to talk about their experiences after the war.

10. Identify the "men with broken faces," and explain why they were often referred to as "gargoyles."

11. Describe the actions that were taken to help those who were "visual reminders" of the Great War adjust to and cope with life after the war.

12. Explain why many Germans adopted anti-Semitic attitudes after the war.

13. Explain why many people turned to spiritualism during and after the war, and explain what they hoped to accomplish by communicating with the dead of this war.

14. Explain some of the meanings that have been ascribed to the killing, horror and destruction of the Great War.

15. Define the expression "stabbed in the back," and explain why many Germans believed that the German nation and its armed forces had been stabbed in the back during the last days of the war.

16. Identify at least two important reasons historians have claimed that the last few days of the Great War were the first days of Adolf Hitler's crusade to gain control of Germany.

17. Explain the phrase "carried the war to the grave," and describe how and why many people did carry their Great War experiences to the grave.

18. Describe the characteristics of the art that followed the war, and explain how these characteristics either reflected the artist's war experiences or were reactions against the war.

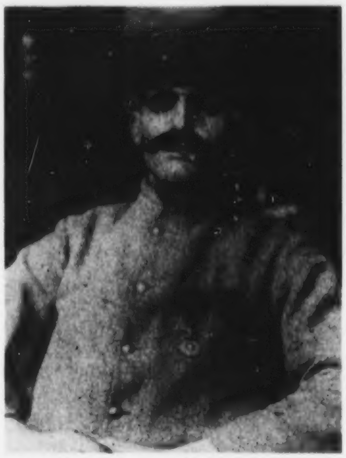
19. Express their own attitudes and feelings about the Great War, especially in the context of the experiences of the men on the battlefield and of the civilian populations who had become targets of military actions.

20. Explain how the poetry and writings of such people as Siegfried Sassoon reflected the thoughts, feelings and attitudes of many of the men who fought on the front lines of the Great War.

21. Explain why people today know and care so little about the Great War and its impact on postwar life.

BACKGROUND DISCUSSION

A war rarely ends with the official ceasefire and peace treaty. While these events may end the actual fighting, the feelings, thoughts and attitudes of participants in the war generally remain. Participation in a war alters a person's perspective and involves experiences and feelings that cannot easily be forgotten with a truce. The experiences and losses that soldiers experienced on the battlefields of the Great War were unlike those encountered in previous wars. Furthermore, the involvement of nonmilitary personnel–both in supporting their country's war efforts and as targets and victims of enemy offensives–meant that countless millions of civilians also had strong memories, feelings and attitudes from the war.



The Imperial War Museum

Remarkable sculpture. The "man with no face" in the photo to the left after facial surgery. In many instances, the surgery included constructing permanent masks that were incorporated onto the man's face.

After the Great War was over, millions of people–military and civilian–in every combatant nation had to cope with the war experience and its aftermath. Some people tried not to remember the war, while others built monuments, cemeteries and other memorials to those who had died or participated in the war effort. Not all the physical reminders of the Great War were of marble, granite and wood. There were also physical deformities caused by the weapons of the battlefields. Among the worst cases were the "men with broken faces," so disfigured that they were called "gargoyles." In some nations, spiritualism became a popular way to complete the ritual of final separation, a function that funerals serve in peacetime. People remembered the war in different ways, and they remembered different things as well. While some remembered their loved ones, others–such as Adolf Hitler–remembered that the German nation had been betrayed. Hitler and other Germans could not rest until the betrayers were punished. In one sense, the Great War would not end until this punishment had been delivered.

Some people want to remind the world what the Great War was like, lest the horror be forgotten. Long after the war, people continued seeking acceptable reasons or justifications for the war and its devastation. Millions of people went to the grave burdened by the unanswered question, "What did it all mean?"

CHAPTER OVERVIEWS and BACKGROUNDS

Chapter 1 *War Without End*
(:02:55 - :06:31)

In the last days of the war, Harold Owen was "visited" by his brother, poet Wilfred Owen, while on a ship. Harold had thought that his brother had survived the war, but this "visit" made him think otherwise. Months later, Harold received official news that Wilfred had died in the last week of the war. Like millions of others, Harold asked and continued to ask, long after the war, "Why was this war fought?"

The Imperial War Museum

Tens of thousands of men on both sides lost arms and legs during the war. These men were constant reminders of the violence and destruction of the war.

Chapter 2
The Heart of Humanity, We Cannot Turn Back
(:06:34 - :14:38)

President Woodrow Wilson was determined to get the U.S. to commit itself to the League of Nations and to ratify the Treaty of Versailles. He embarked on a campaign to gain the support of the American people for the League. His efforts were unsuccessful; in one way, Wilson was also a victim of the war.

Chapter 3 *The Road Back*
(:14:40 - :24:15)

The war had profound psychological, emotional and physical effects on those who had fought on the battlefields. Millions of men could not forget the war and lived with it for the rest of their lives. These men knew that no one who had not been there could know what this war was like. The "men with broken faces" had been badly disfigured, and some called them "gargoyles."

Some people coped with the war and its aftermath through art. The German artist Otto Dix used art to depict the horror and destruction of battlefield experiences to help him escape the "demons of war." His work depicted the realities of this war and what it meant to those on the front lines. It also revealed the growing postwar hatred of the Jews, who were among those blamed for "stabbing the German nation in the back" by supporting the events that led to the armistice.

Chapter 4 *Pilgrimage*
(:24:17 - :37:05)

Every combatant nation established memorials to those who fought and died in the Great War, often at the insistence of those who had lost someone during the war. Thousands of people visited the battlefields, trying to retrace the footsteps of their loved ones. The battlefields were not cleared immediately after the war, so many of the artifacts of the war–such as helmets, hand grenades, clothing, shells, mines, artillery pieces and bones–were still to be found. But these physical reminders did not completely relieve the suffering of many of the living. Many felt guilt as well as loss, and they struggled with the knowledge that their support and encouragement of the war effort had directly or indirectly placed their loved ones on the battlefields where they were killed.

Chapter 5 *Accusation*
(:37:08 - :40:44)

Both during and after the war, people tried to get in touch with the dead. For many reasons, people turned to spiritualism in hopes that the dead would once again visit the living. Spiritualism was one way that the living could adjust to the death of a loved one. More than half of those killed on the battlefield were never found or identified and had no known grave site; spiritualism allowed families to complete the ritual of separation that is usually done through funerals and graveside ceremonies. Ghosts were also associated with motion pictures, especially those films that were made during the war near or on the battlefields. One French film, *I Accuse!*, included "the dead on leave" in its credits; these were men who had been on leave from the battlefields and who were killed within days, weeks or months of the filming.

Chapter 6 ***Old Soldiers***
(:04:46 - :47:50)

Many Germans, especially members of the army, could not adjust to the notion that the first action of the new government had been to arrange the cease-fire, even though the German army had not lost the war on the battlefield. These people felt that Germany, the army and all those who had lost their lives in the war had been betrayed by people who were not true Germans. The terms of the Treaty of Versailles intensified those feelings.

Certain segments of the German population thought that the Jews were responsible for the collapse of the German war effort because many of the more wealthy businessmen and financial leaders were Jewish. Anti-Semitism in Germany started in the last days of October 1918. Adolf Hitler used blaming the Jews as a key part of his campaign to rebuild Germany. According to historian Robert Wohl, it is "absolutely impossible to understand Hitler without" the Great War and his firsthand experiences in it. British historian Jay Winter further claims that "Hitler could not have done what he did without the First World War."

Chapter 7 ***Aftermath***
(:47:52 - :54:32)

Many of the actions in World War II were made possible and seen as acceptable because of what had occurred in the Great War. Poet Siegfried Sassoon was concerned that so many people had forgotten the Great War, had forgotten it so quickly and did not want to be reminded of it. He challenged people of every generation to remember this war and the men who lost their lives during it.

LESSON PLAN SUGGESTIONS

1. Write the Concepts and Themes words on the board or overhead. Ask students to define each. Unless students consider these concepts immediately before, during and immediately following this video, they will miss many details. Also, the Concepts and Themes will help them see the video segments as related, complementing one another to describe the moods, events and contexts of the period.

2. Using an overhead or handout, ask students to consider the Key Generalizations and Ideas for this module. Ask them to paraphrase the ones that you want to emphasize. Ask them to watch the video with these points in mind, looking for relevant information.

3. Distribute Student Handout 8-A, Questions. You may want them to pay particular attention to specific questions, stopping the video after a segment to give them time to make notes.

4. Distribute Student Handout 8-B, Context and Overview of the Great War. Ask them to read this summary and answer the questions before watching the video. You might supplement this reading with textbooks, other readings or a lecture.

5. Distribute Student Handout 8-C, Map of Europe in 1919. Ask students to complete the map, comparing it with Student Handout 1-C, Map of Europe in 1914. Ask the students to use these maps as the basis for a list of important changes in Europe. Ask them to imagine how their reactions to the new boundaries might depend on their nationality. Ask them to list the groups of people who would have been most pleased with the new boundaries and those who would have been most dissatisfied with the new boundaries. *NOTE: Following the map on 8-C is a second map, 8-C2 which includes a key of the names of the nations.*

6. Distribute Student Handout 8-D, Results of the Great War and the Treaty of Versailles. Ask students to add to the list by researching other sources. Ask them to identify those results that were desired by one or more of the combatant nations when the war began in 1914. Ask them to identify the results that were unintended.

7. Ask the students to consider the title of the module, ***WAR WITHOUT END***, and ask them to watch for the personalities, events, attitudes and emotions that reflected efforts to remember those who fought and died in the Great War, to understand and remember why they died and to bring a lasting peace to the world.

8. Ask students to reflect on one quote from Student Handout 8-E, Noteworthy Quotes. Ask them to interpret the quotation in the context of the person speaking and the situation in which the statement was made. You might want to ask them to interpret these both before they watch the video and afterward, and then to compare the differences in their interpretations. Students might also offer their personal reactions to particular quotes.

ENRICHMENT ACTIVITIES

1. Ask students to research the literature and art of the postwar period, looking for work that attempted to depict scenes of the war or to represent the horrors of the battlefields. Ask the students to study the life of the writer or artist and to identify the ideas and emotions that he or she was trying to reveal in the creative work. Ask students to write a paper on their reactions to the literature or art they studied and how well these people communicated their intended messages.

2. Ask students to research the efforts of President Woodrow Wilson to gain the support of the American people and the U.S. Senate for the Treaty of Versailles and the League of Nations. Ask them to explain why it was so important to Wilson that the U.S. support and join the League of Nations. Ask them to explain why people were against the League.

3. Ask students to research current American opinion about the United Nations and U.S. involvement in this organization. Ask them to compare current opinions about the United Nations with opinions about the League of Nations in 1919-20. Ask them to evaluate the validity of each position, both for and against involvement in these organizations. Ask them to consider the possible ramifications for world diplomacy and military actions if a permanent organization such as the United Nations did not exist.

4. Ask students to research spiritualism and to determine why people might want the dead to visit the living. Ask them to find evidence that supports claims that the dead do communicate with the living and that spiritualists help in this process. Have them research the availability of spiritualists in their own communities and how these individuals make themselves known to others in the community.

5. Ask students to explore the history of and rationale for creating national cemeteries on or near the battlefields of Europe after this war. Ask them to research these cemeteries, identifying the number of grave markers in each and the reasons particular cemeteries are located where they are. Ask students to express their reactions to such cemeteries and to evaluate whether such cemeteries help people to remember or honor the dead.

6. Ask students to explore the cemeteries in their community to determine if and how they can recognize military men and women who died in battle in a particular war. Ask them to make a list of the wars that the men and women buried in each cemetery had died in, totaling the number who had been killed in each war. Ask them to determine the ages of the men and women who were killed during each war. Ask them to react to their findings and what this reveals about the loss of over nine million soldiers in the Great War.

7. Ask students to investigate any memorials and monuments in their community and to find out why each was built. Ask them to survey people in the community to determine the extent to which they know that a particular memorial or monument exists, the reasons it was erected, and their reactions to the memorial. Ask them to consider the following question: If a particular memorial or monument is not effective in helping people remember the person, action or event it was intended to help them remember, then why should it be maintained?

8. Ask students to interview people who fought in one of America's military conflicts, asking each individual to describe specific events, actions and scenes during actual battles or while under attack. The students may also ask these veterans to describe their emotions during battle, their feelings about what happened to

others in their unit, and what they tried to do after they returned home–both to remember and forget their war experiences. After these interviews, ask students whether these men and women found it easier to forget or to remember their war experiences. Ask them why these men and women wanted to remember or forget their experiences.

ADDITIONAL POST-VIEWING QUESTIONS

In addition to the questions on the student handouts and in the section on Student Learning Expectations, the following questions may be asked:

1. What steps did President Woodrow Wilson take to persuade the U.S. Senate to ratify the Treaty of Versailles and the League of Nations? Give at least three actions.

2. Why did people and nations build monuments and memorials to those who died in battle during the Great War? Give at least three reasons.

3. Why did many men who experienced firsthand the violence and horrors of the battlefield refuse to talk about their experiences? Give at least three reasons.

4. What steps were taken to help those who were "visual reminders" of the Great War adjust to and cope with life after the war?

5. Why did many Germans adopt anti-Semitic attitudes after the war?

6. Why did many people turn to spiritualism during and after the war? What did they hope to accomplish by communicating with the dead of this war?

7. Define the expression "stabbed in the back." Why did many Germans believe that the German nation and its armed forces had been stabbed in the back during the last days of the war?

8. Why do historians claim that the last few days of the Great War were the first days of Adolf Hitler's crusade to gain control of Germany?

9. What characteristics of the art that followed the war either reflected the artist's war experiences or were reactions against the war?

The Imperial War Museum

A common scene depicting the destruction of civilian buildings as part of the total war waged by both sides.

STUDENT RESOURCES

8-A. Questions.

This sheet provides a set of questions to focus students' attention on the important content in each segment of the video.

8-B. Context and Overview of the Great War.

This sheet provides background details of the period just after the war to help the students understand the dominant conditions and moods of the time, as people sought to bring closure to and understand the meaning of the war. It includes questions to be answered before seeing the video, questions that you may ask them to reconsider after the viewing.

8-C. Map of Europe in 1919.

This sheet provides a map of the political boundaries of Europe after the Treaty of Versailles. A set of questions is included.

8-D. Results of the Great War and the Treaty of Versailles.

This sheet provides a beginning list of results or effects of the Great War. A set of questions is included.

8-E. Noteworthy Quotes.

This sheet provides a number of quotes from individuals whose words express the thoughts and feelings of the period just after the war.

MODULE 9: *The People Speak: Personal Perspectives From The Great War Period*

Introduction to the Purposes and Contents of the Module

The materials that accompanied each of the first eight modules were aligned with the content and structure of the respective ***THE GREAT WAR*** video episode. The student materials for Module Nine were not selected to go with any particular episode and could be used even if none of the episodes were viewed.

The Imperial War Museum

These materials reflect the thoughts and feelings of selected individuals who were directly or indirectly involved in or witness to the Great War. The poems, diary excerpts, quotes and excerpts from letters or reports included here will enable students to expand and perhaps deepen their sense of comprehension, empathy and emotional linkage to the human dimensions of war and the Great War. Questions are provided with each literary selection.

This module contains eight student activities that are to be duplicated and distributed to shed light on particular conditions or activities of the war (such as the poem and report on 'gas warfare') to the reactions of particular individuals to certain situations (such as the poem "Aftermath" by Sassoon urging people not to forget those who died and not to forget the Great War itself). These are to be distributed at the discretion of teachers as appropriate to fit their objectives and scope and sequence. There is no priority or sequence in which these student activities must be used.

Finally, these student activities are invaluable for teachers who want to expand the cross-disciplinary nature of their instructional units. The poems, nursery rhythms, and other literary materials included here offer a sharp contrast to the typical chronological narrative story-telling of events prior to, during and following this War. Students who read and react to these materials will have a chance to consider ideas, actions and feelings that are typically left out of the textbook retelling of this War. More importantly, students will more likely to construct thoughts and feelings that parallel those experienced by participants and witnesses alike. Teachers are encouraged to use these student materials as multiple avenues to the Great War and its impacts on the people of that time. Finally these materials combined with the videos and materials from the other episodes should together help students understand why this war should be remembered and why those who fought and died during and because of it should not be forgotten.

The Student Activities

- I've A Little Wet Home In A Trench *John Lucy*
- Dulce et Decorum Est *Wilfred Owen*
- Poison Gas! *Wilhelm Hermanns*
- Diary Entry *2nd Lt. Kenneth Callan-Macardle*
- This is the House That Jack Built *Nursery Rhyme, Anonymous*
- Personal Comments by Two "Girls With Yellow Hands" *Gabrielle West and Caroline Webb*
- Suffering in Germany *Princess Blucher*
- A Sense of the Meaning of Total War *Peter Strasser*
- Aftermath *Siegfried Sassoon*

VOCABULARY

Armistice.

The cessation of all hostilities prior to the beginning of official peace negotiations. An armistice is not a peace treaty and does not end a war; it only stops all combat activities (usually for a fixed period of time) so that negotiations for a permanent cease-fire can occur.

Atrocity.

Any horrible and violent action taken against an innocent or unarmed person or group.

Attrition.

The act of weakening or exhausting by constant harassment, abuse or attack.

Big Bertha (*Grosse Bertha* in German).

The name given by the Allies to the German 420-mm artillery that could shoot a one-ton shell 9 miles.

Collective indiscipline.

Refusal to take orders by military units; objection not to the war, but to the way it was conducted. (Describes the mass mutiny of the French army, April-July 1917.)

Daylight savings time.

Time change invented by the British during the war to help save on coal burning so that more coal could be converted from home use to war use.

Doughboys.

Name given to the American soldiers. Most likely origin of this nickname is from the large brass buttons on the uniforms of the Union soldiers during the American Civil War that looked like dumplings or "dough boys."

Dreadnought.

Class of super battleships introduced by Britain in 1906. Each ship carried ten 12-inch guns, had extra heavy armor and had a top speed of 21 knots; its nearest rival battleship carried only four 12-inch guns, had less armor and had a top speed of 18 knots.

Genocide.

The activities associated with trying to kill all members of a particular race or ethnic group, solely because of their race or ethnicity.

Hanging on the wire.

Slang for dead; also "gone west" and "bought the farm."

Kaiser.

German for "Caesar" or "Emperor."

Land ships.

Original name given to tanks. "Tank" was used as a code name, so that if Germans intercepted a message they would think the Allies were only bringing tanks of water up to the front.

Liquid fire.

Original name given to flames shot from flame throwers. Introduced by Germans at Verdun in 1916.

Mobilization.

All the activities associated with preparing the armed forces of a nation to go to war.

National self-determination.

The policy of allowing peoples to determine their own form of government and national boundaries; the nations so created should be sovereign ones, independent of all controls by another nation.

Over the top.

An expression referring to climbing out of a trench or over the front edge of the trench to begin moving across no man's land.

Paris gun.

An artillery capable of firing shells 75 miles, but not as accurate as Big Bertha; so named because it was first used to shell Paris.

Propaganda.

Ideas and messages created to promote a cause or to damage an opposing cause and to persuade people to think in a particular way or to take particular actions.

Race to the sea.

Name given to the continuous series of flanking movements by Germans and British in October and November 1914; resulted in a continuous line of trenches from the Marne to the English Channel.

Stick bombs.

A hand grenade attached to the end of a special wooden handle or "stick."

Tsar.

Russian for "Caesar" or "Emperor."

U-boat.

Short for Unterseeboot, the German name for submarine.

Wastage.

Term for the daily deaths and other casualties in military units, whether or not in battle.

ADDITIONAL REFERENCE MATERIAL

I. READING MATERIALS AND SOURCES

A.Fiction

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Many women worked to manufacture everything from bullets to bombs to gas masks. This woman is putting the final touches on a gas mask.

Photo: The National Archives

B. Nonfiction: Personal Accounts of World War I

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The National Archives

American Red Cross lice disinfecting station set up in eastern Europe to save the lives of hundreds of thousands of women and children from starvation, disease and exposure.

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D. Book Stores Specializing in World War I Reference Materials

Argonne Books.
P.O. Box 516; Cortland, OH 44410.
216-637-9355. Call or write for catalog.

The Brass Hat.
RR2, Box 197A; Pike, NH 03780. 603-989-5697. Books and videos on the war, mostly by and about the Marines. Call or write for catalog.

Tommy's Books.
17403 1st Place SW; Seattle, WA 98166.
206-241-2615. Call or write for catalog or with specific requests.

E. Journals and Subscription Information

Over the Top: The Air War 1914-1918.
The League of World War I Aviation Historians; P.O. Box 260327; Plano, TX 75026-0327. Four issues a year. Back issues available.

Over There: The Illustrated Journal of the First World War. 7451 Warner Avenue, #E-108; Huntington Beach, CA 92647. 714-375-2105; fax, 714-375-2107. Four issues a year. Back issues available. Only journal in North America dedicated to all aspects of World War I.

II. VIDEOS

All Quiet on the Western Front. Movie based on novel of same name; provides a German perspective of the Great War and details of life on the battlefields through the eyes of individual soldiers.

Das Boot [The Boat]. Movie based on a U-boat crew in the World War II; an excellent portrayal of the thoughts and feelings of submariners in the context of serving their country and completing their missions; in German with subtitles.

Dr. Zhivago. Movie based on Pasternak's novel of the same name; provides background to the Russian Revolution and the many ways Russian society was affected by the revolution and the civil wars; excellent re-creations of the mass desertion of soldiers from the eastern front.

Gallipoli. Movie based on the Australian and New Zealand armies' engagement at Gallipoli in 1915; excellent portrayal of the thoughts and feelings of the foot soldiers during this disastrous campaign.

The Great War: 1918. From the PBS video series "American Experience"; concentrates on the story of the U.S. military in the Great War in 1918; includes personal accounts of the front-line action of the American forces along the western front. May be ordered directly from PBS Video; 1320 Braddock Place; Alexandria,VA 22314.

Lawrence of Arabia. Movie based on the life of T.E. Lawrence; an excellent portrayal of the violence and slaughter in the Middle East, with insight into the political intrigue between the Arab leaders and the British during the war.

III. MUSEUMS, REPLICAS AND MEMORABILIA

Bygone Warrior Militaria.
P.O. Box 33925; Seattle, WA 98133-0925. 206-368-9971. Call or write for catalog.

Ft. Sill Artillery Museum.
436 Quanah Road; Ft. Sill, OK 73503. 405-442-5123. A special collection of artillery pieces, along with other artifacts and resources on the war.

Great War Militaria.
P.O. Box 552; Chambersburg, PA 17201. 717-264-6834. An extensive collection of memorabilia, artifacts and authentic reproductions from World War I, including a small-scale battlefield with trenches. Visit the shop and museum or send for a catalog of items for sale.

Hayes Otoupalik.
Route 2, Evaro Road; 14000 Highway 93 North; Missoula, MT 59802. 406-549-4817. Has thousands of items of American militaria from 1845 to 1945. Call or write for quarterly catalog.

Liberty Memorial Museum.
100 West 26th Street; Kansas City, MO 64108. 816-221-1918; fax, 816-842-2602. The oldest and largest museum in North America dedicated exclusively to World War I.

Miscellaneous Man.
Box 1776; New Freedom, PA 17349. 717-235-4766. Tremendous collection of thousands of vintage posters and graphics. Catalog with over 1,200 photos.

National Infantry Museum.
Building 396, Baltzell Avenue; Fort Benning, GA 31905. 706-545-2958. Displays over 5,000 authentic items from its 25,000-item collection from all of America's wars. Open seven days a week.

Patton Cavalry and Armor Museum.
P.O. Box 208; Ft. Knox, KY 40121. 502-624-3812. A special collection of excellent quality World War I tanks and armored vehicles, along with other equipment and weapons of the war.

Thomas Militaria Auction Service.
P.O. Box 1792; Santa Ana, CA 92702-1792. 714-558-0328; fax, 714-558-1536. Call or write for catalog.

U.S. Army Art Collection.
1099 14th Street, NW; Washington, DC 20005-3402. 202-761-5396. An outstanding collection of period art items, including battlefield scenes.

U.S. Army Museum Division.
1099 14th Street, NW; Washington, DC 20005-3402. 202-761-5373. A number of small items associated with the infantry during the Great War; an excellent source of additional information and on-site references. Can provide references to numerous other museums that contain World War I items.

U.S. Army Nurse Corps History.
1099 14th Street, NW; Washington, DC 20005-3402. 202-761-5430. A major source of information on the Corps and related topics.

An American soldier says goodbye to his family as he leaves for the war following basic training.

Photo: The National Archives

U.S. Army Ordnance Museum; ATSLA-M, Building 2611; Aberdeen Proving Grounds, MD 21005-5201. 410-278-3602. A large number of World War I tanks and armored vehicles, as well other items from this and most of America's wars.

The National Archives

This scene was posed by American Major Evarts Tracey to depict a charge across no man's land: a man grasps his throat as though he has received a deadly dose of phosgene gas. Although this particular photo was staged, such scenes were common all along the trenches of the western front.

West Point Museum. U.S. Military Academy; Building 2110; West Point, NY 10996. 914-938-2203. A wide variety of items related to the war, focusing on the army in France.

World War One Collector's Handbooks. GOS, Inc.; P.O. Box 3912; Missoula, MT 59806. Write for information on how to order the handbooks.

IV. ORGANIZATIONS, SOCIETIES AND REENACTMENTS

Great War Militaria. *See previous listing.*

The Great War Society. P.O. Box 4585; Stanford, CA 94309. Publishes a newsletter and a journal; holds seminars; sponsors tours; operates a web site. 408-426-7646; fax, 408-469-0593; e-mail, frcarroll@aol.com.

Smoke and Fire. P.O. Box 166; Grand Rapids, OH 43522. 800-766-5334. Monthly newsletter about "living history" events, such as reenactments, pow-wows, rendezvous and exhibits.

Western Front Association. 2714 Hunters Way; Bloomfield Hills, MI 48013. 313-642-8436. A London-based World War I group that publishes a journal and a newsletter.

V. WEB SITES AND E-MAIL ADDRESSES

http://www.lib.byu.edu/rdh/wwi/
A web site for the World War I Primary Documents Archives. Nearly all items are free of copyright restrictions.

http://www.mcs.net/mikei/tgus/
A web site coordinated and operated under the auspices of The Great War Society.

http://www.worldwar1.com/
A web site on all aspects of World War I, managed by a real enthusiast. E-mail address for web master: mikei@mcs.com

cd078@xroads.com
Provides information on various web sites, in particular the National Archives web site.

listproc@ukanaix.cc.ukans.edu
Access to thousands of documents from across the world, most of which are free of copyright restrictions.

wwi-l@ raven.cc.ukans.edu
Access to thousands of documents from across the world, most of which are free of copyright restrictions.

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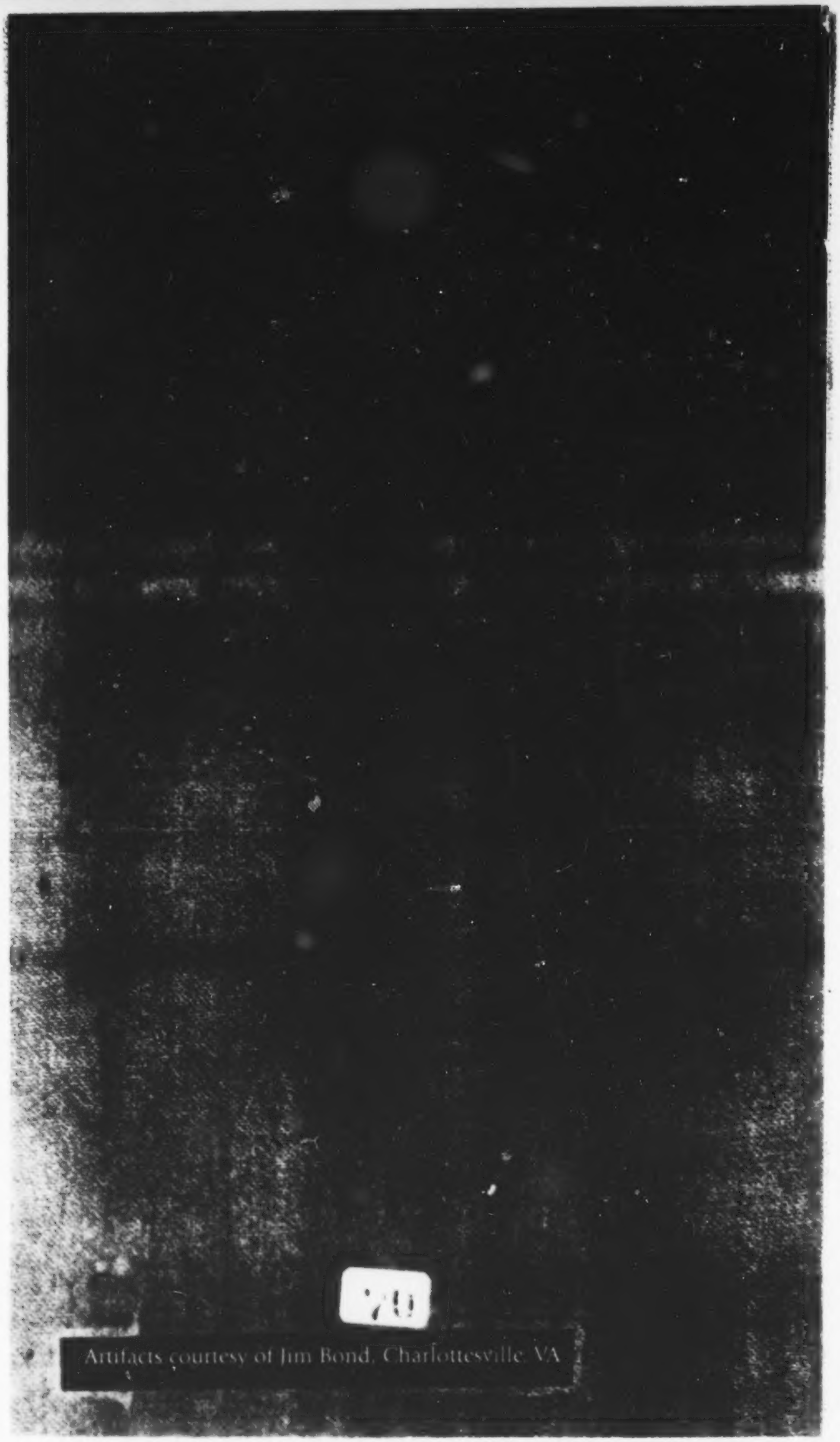
The

VIDEO SEGMENT INDEX

69



Artifacts courtesy of Jim Bond, Charlottesville, VA

AN INDEX TO

The GREAT WAR

An eight-part film series by Blaine Baggett
produced by KCET-TV, Los Angeles

AVAILABLE FROM

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Index prepared by Osterman Associates, Newtonville, MA

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Imperial War Museum

About the PBS VIDEO*index*®

Each of the eight, 60-minute videos combines actual film footage from the period with live action documentary, photographs and other primary documents. It also includes quotes from and interviews with people associated firsthand with this conflict and present-day historians. These videos collectively form the public television series THE GREAT WAR. Each video is divided into chapters portraying a single event, perspective or condition linked to the themes of that video. Each chapter can be viewed apart from the other chapter should you desire to do so.

The following PBS VIDEO*index*® contains references to key events, themes and people featured in THE GREAT WAR. The index accompanies a set of tapes prepared for educators which have been enhanced with a time clock reference that is visible on your screen. The time clock appears as a series of number (e.g. 45:32) and refers to the minute and second at which a reference will appear. For instance, the reference given above will appear 45 minutes and 32 seconds into a particular episode. To find the reference, you need only to fast forward the correct episode until the number 45:32 appears on the screen.

The printed PBS VIDEO*index*® that is contained in this educational package will include an additional number, followed by a backslash (/). This first number referred to the episode, or volume in which the reference can be found. For example, in the index you will find a reference to Jay Winter, historian and co-writer of the series, discussing the Russian Revolution. That number will appear in the printed PBS VIDEO*index*® as 5/49:24. This indicates that Winter's quote is in the fifth episode (volume), at time clock reference 49:24. To locate the reference on the tape place volume five in the VCR and fast forward or fast scan until you see the numbers 49:24 appear on your screen. At that point in the tape you can hear Winter discuss the Russian Revolution.

The PBS VIDEO*index*® can also be a powerful resource to create your own thematic lessons. Explore the Subject Index to find the entries for issues, events, people, or places about which you would like to teach. Identify the program segments which refer to those topics, locate them on the videotapes, and use them to create a lesson that fits tightly into your curriculum objectives.

INDEX FORMAT

This index is presented first in the format of a traditional book index, with all pertinent information arranged in alphabetical order. The entries are also presented and organized in a Subject Index which contains the following categories:

Events
Issues
Media, Arts, and Culture
Organizations and Groups
People
Places

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CHAPTERS AND TIMINGS

Volume 1

Explosion

Chapter 1 — Explosion :02:54 - :15:18

Kaiser Wilhelm II is determined to expand Germany's wealth, power and territory. His personal instability mirrors the instability of the European political scene.

Chapter 2 — The Approaching Storm :15:20 - :27:28

New inventions and an expanding economy bring European societies into the 20th century, leading to social and political unrest. In Great Britain, women demand the right to vote; in Germany, the Socialists unite the workers to demand justice and fairness.

Chapter 3 — The Tsar :27:30 - :33:45

Tsar Nicholas II isolates himself from the 20th century, seeking the traditions of his ancestors. His relationship with Rasputin discredits him in the eyes of the public.

Chapter 4 — The Apocalypse :33:47 - :39:28

Kaiser Wilhelm II wants to preserve the glories of Germany's past; he is also determined to expand German colonization and to build a navy that can rival Great Britain's. German industrial workers grow more politically active, voicing their demands loudly.

Chapter 5 — Assassins :39:30 - :50:48

Archduke Ferdinand is assassinated on June 28, 1914. Austria-Hungary declares war on Serbia and is joined by Germany. All of Europe knows that war is inevitable.

Chapter 6 — Celebration and Despair :50:51 - :54:35

People on each side celebrate the arrival of the war, convinced that they are fighting a just war that will be over quickly. The start of the war ushers in the violence of the 20th century.

Volume 2

Stalemate

Chapter 1 — Stalemate :02:48 - :06:11

Paris for Lunch, St. Petersburg for Dinner
Europe prepares for war. The Kaiser is confident that both France and Russia will fall by Christmas.

Chapter 2 — "Poor Little Belgium" :06:13 - :14:06

Germany sweeps through Belgium on the way to France. Rumors of unprecedented atrocities horrify the world.

Chapter 3 — To Berlin! :14:08 - :27:02

The Germans advance toward Paris. On the first day of their first battle of the war, 27,000 French soldiers are killed. The French soldiers retreat to Paris, while civilians evacuate the countryside and become refugees.

Chapter 4 — "The Emperor Trusted Me" :27:04 - :31:54

The German army defeats the Russians at Tannenberg. One third of the Russian troops are killed or captured; the rest run for their lives.

Chapter 5 — Call to Arms :31:56 - :36:32

The British army mobilizes. The British navy is the strongest in the world, but their land troops are nearly destroyed in a matter of weeks.

Chapter 6 — My Dead Chums :36:35 - :44:10

The French army stops the advance of the Germans in the Battle of the Marne. The stalemate of the "race to the sea" begins, and men learn to adjust to life in the trenches.

Chapter 7 — Stalemate :44:12 - :49:53

Neither army is prepared for trench warfare, which dominates the western front. No man's land becomes a barren wasteland of fear. Millions of soldiers will die trying to cross it.

Chapter 8 — Christmas 1914 :49:55 - :54:25

The human spirit overcomes the war and declares a truce for one night. The senselessness of the war becomes apparent for a brief moment before the stalemate and the killing resume.

Volume 3

Total War

Chapter 1 — Gallipoli :02:40 - :16:24

The British forces attempt to take the Gallipoli peninsula of Turkey. Mustafa Kemal—later Ataturk—orders his men to die rather than give ground to the enemy.

Chapter 2 — The Lost Generation :16:27 - :23:28

The memoirs of Vera Brittain, a British civilian, illustrate the extent to which this war affected every person and every family in Europe.

Chapter 3 — The White Man's War :23:31 - :30:27

Recruits from the European colonies see things they never imagined possible. The colonials begin to question the leadership of the Mother Country and dream of self-determination.

Chapter 4 — The Girls with the Yellow Hands :30:30 - :36:42

Women were recruited to fill jobs vacated by the men who had gone off to war. Hundreds of women lose their lives in dangerous jobs; thousands are exposed to toxic chemicals, chemicals that are intended to kill the enemy but that wind up killing the women as well.

Chapter 5 — Rules of Engagement :36:44 - :44:25

The old rules of war are gone; total war does not discriminate in its victims. The Germans use Zeppelins to bomb Paris and London. The Lusitania is sunk on May 6, 1915.

Chapter 6 — Hatred :44:28 - :47:37

Everyone is participating in the war effort in one way or another. Propaganda "mobilizes" hatred. The war becomes a pretext and excuse for acts born of old hatred and resentment. The Armenian genocide begins.

Chapter 7 — Genocide :47:40 - :54:32

The Turkish government sends troops to northeast Turkey to initiate the ethnic cleansing of Christian Armenians. Through mass shootings, hangings, starvation and disease, between 500,000 and 1,000,000 Armenians died.

Volume 4
Slaughter

Chapter 1 — The Work of the Devil :02:19 - :07:28

The slaughter in the trenches continues. German soldier and artist Otto Dix describes life in this deadly and horrifying world.

Chapter 2 — The Furnace :07:30 - :18:27

The Germans begin the Battle of Verdun, knowing that the French will defend the city at all costs. The blazing cannon shells are visible for miles.

Chapter 3 — Pals :18:30 - :24:45

Great Britain steps up its recruitment efforts, encouraging groups of friends to enlist and serve together. On the battlefield, entire groups of friends are killed within minutes of one another.

Chapter 4 — July 1st, 1916 :24:47 - :43:16

British General Douglas Haig launches the Battle of the Somme; 20,000 men are killed on the first day, another 40,000 wounded. The British film a documentary of this battle, showing it to the civilians back home.

Chapter 5 — Live and Let Live :43:18 - :46:36

Occasional truces give the soldiers on both sides a respite from the killing fields. The men enjoy a range of recreational activities designed to keep them fit for battle.

Chapter 6 — Mud and Rain :46:38 - :54:48

General Haig leads the British solders into the Battle of Passchendaele. Unprecedented rains turn the battlefield into a mire of mud and quicksand. Men who survived the fighting drown in mud- and rain-filled trenches.

Volume 5

Mutiny

Chapter 1 — Overview :02:20 - :03:20

As 1917 begins the Russian army is nearly spent, the British and French armies devastated by the massive bloodletting and the troops facing a bitter winter.

Chapter 2 — The Soldierly Spirit :03:24 - :08:52

British poet Siegfried Sassoon captures the mood of doubt that shrouds both sides in 1917. Letters from poet Wilfred Owen describe life on the front, among corpses and parts of corpses.

Chapter 3 — Shell Shock :08:55 - :11:46

Shell shock claims thousands of victims on the battlefield. Some men are accused of cowardice; others are subjected to experimental treatments.

Chapter 4 — The Talking Cure :11:48 - :22:51

The horror of the Great War causes severe psychological distress among the men at the front. Psychotherapy emerges as a more humane treatment of shell shock and battle fatigue than electrical shock therapy. Millions of soldiers are haunted by dreams and nightmares.

Chapter 5 — The Officer's Nightmare :22:54 - :35:30

Soldiers long to escape the war; but the slaughter continues. French Commander Robert Nivelle continues a futile attack against the Germans; 200,000 French soldiers die in just days. The French soldiers go on strike, joined by factory workers in Paris and across the country.

Chapter 6 — Revolution :35:34 - :45:00

As the war continues to go badly for the Russians, women in Petrograd demand food; they are joined by thousands of men from the factories. Soldiers ordered to fire on the civilians shoot their officers instead. One week later, on March 15, 1917, Nicholas II abdicates, ending three centuries of Romanov rule in Russia.

Chapter 7 — Bolsheviks :45:03 - :54:42

Russia trains women to fight and sends them to the front. Lenin returns to Russia from exile in Switzerland, and his message of "Bread, Peace, Land" attracts broad support. In December 1917, Russia signs an armistice with Germany.

Imperial War Museum

Volume 6

Collapse

Chapter 1 — Overview :02:40 - :04:32

1917 comes to a close with Russia knocked out of the war by revolution, the French army rocked by mutiny, the Italian routed, the German army still firmly entrenched on the Western Front, and Europe running out of men—drafting old men and young boys.

Chapter 2 — What Is it All For? :04:34 - :07:28

The citizens of Germany, torn by war and under the tyrannical thumb of the military are asking why they should continue to work, starve and send their men of to fight.

Chapter 3 — Monarchy :07:31 - :11:45

Kaiser Wilhelm by this time has lost all of his power and even fails in his figurehead role. Paul von Hindenburg and Erich Ludendorff now run the German war machine. When they fail to win victory on land, they determine to bring the Allies to their knees by declaring unrestricted submarine warfare on the high seas.

Chapter 4 — Democracy :11:47 - :23:05

When the war began in 1914 the American economy boomed as the U.S. helped to supply the combatant countries. The U.S. wanted the wartime profits, by didn't want to become involved in the actual fighting. German U-boat attacks and the Zimmerman telegram, where Germany offered Mexico part of the U.S. in return for siding with the Central Powers, cause Wilson to declare war in 1917.

Chapter 5 — The Bitter Truth :23:07 - :36:21

The German army launches one final battle. The German army overruns the British, but after four months of success the German advance stalls and the British counterattack. They demolish the Hindenburg Line in 24 hours and force the German army into full retreat.

Chapter 6 — The Great Adventure :36:24 - :43:29

The American Expeditionary Force travels to France to "make the world safe for democracy." General Pershing insists on maintaining American leadership over American troops. In the battle of Meuse Argonne, the first and only major battle involving American troops, over 52,000 Americans are killed and there are 150,000 casualties.

Chapter 7 — Death Throes :43:31 - :48:25

The mutiny of the German navy spreads from the ships to the dockyards and into the streets of Germany. The Kaiser flees to Holland and abdicates on November 9, 1918, ending the 500-year dynasty of the Hohenzollern family.

Chapter 8 — November 11, 1918 :48:27 - :54:43

The fighting ends at the 11th hour of the 11th day of the 11th month of 1918. The Allies celebrate for days, but the war had exacted a terrible price: 9 million soldiers dead, 22 million wounded. People wonder what the war had really meant and begin to realize that peace will not be easy.

National Archives

Volume 7

Hatred and Hunger

Chapter 1 — Hatred and Hunger :02:46 - :05:07

The Armistice was greeted with unease. Four empires had been swept away and the struggle for a new world order had just begun. That struggle would shape the remainder of the century and be bloodier than the war itself.

Chapter 2 — Russia :05:09 - :14:45

Tsar Nicholas II and his family are exiled to Siberia by the Bolsheviks, then executed on July 16, 1918.

Chapter 3 — Intervention :14:48 - :19:35

The western Allies fear the Bolsheviks; American, British, and French soldiers land near the Russian port city of Archangel to engage the Russians in battle.

Chapter 4 — Germany :19:37 - :29:20

Germany is caught in a power struggle as it tries to form a new republic. Rosa Luxemburg had learned about Communism while in prison; she is killed trying to force the workers' revolution. German artists and writers offer their insights about the German political situation, and the Dada movement emerges.

Chapter 5 — The Victors :29:22 - :37:40

Woodrow Wilson became the first sitting U.S. President to go to Europe and try to remake the world through his 14 Points. However, the British desire to save their empire and the French who seek vengeance against the Germans, together threaten to thwart Wilson's plans for a lasting peace.

Chapter 6 — Revenge :37:42 - :49:38

The Allies continue to blockade the Central Power nations and starvation and poverty devastate the populations. Herbert Hoover initiates a relief effort to feed the starving and hungry peoples of central Europe.

Chapter 7 — Compassion :49:40 - :54:32

The Allied blockade finally ends eight months after the cease-fire, but terrible starvation continues. Herbert Hoover extends his relief efforts to the Russians. The war brought not only hatred and hunger, but also compassion for human suffering. At the peace table Wilson is warn down by his European allies and compromises on nearly all of his 14 Points.

Collection Hoover Institution Archives

Volume 8

War Without End

Chapter 1 — War Without End :02:55 - :06:31

The war continues to cause suffering even after the cease-fire and peace treaty. Months after the end of the fighting, the family of British poet Wilfred Owen learns that he died in the last week of the war. Millions of people are asking why this war was fought.

Chapter 2 — The Heart of Humanity / We Cannot Turn Back :06:34 - :14:38

President Woodrow Wilson is determined that the U.S. should ratify the Treaty of Versailles and join the League of Nations. He embarks on an unsuccessful campaign to build support for the League among the American people.

Chapter 3 — The Road Back :14:40 - :24:15

Millions of men around the world try to forget the horror of the war. The "men with broken faces" are a constant reminder of the war. Artists such as German Otto Dix depict the nightmares of the battlefield.

Chapter 4 — Pilgrimage :24:17 - :37:05

Nations and people begin building monuments to those who fought and died in the war. Thousands visit the battlefields and cemeteries; but they cannot escape the guilt of having sent their loved ones to war.

Chapter 5 — Accusation :37:08 - :40:44

Spiritualism becomes a popular way to cope with the death of a loved one, especially since more than half of those killed in battle were never found or identified.

Chapter 6 — Old Soldiers :40:46 - :47:50

The German soldiers are angry that the new government arranged the cease-fire when the army had not lost the war on the battlefield. Many Germans, including Adolf Hitler, believe that Germany was betrayed. Jews are blamed for the collapse of the German war effort, and anti-Semitism begins to emerge in Germany in October 1918.

Chapter 7 — Aftermath :47:52 - :54:32

The horrors of the Great War are the seeds for what happens in World War II. Poet Siegfried Sassoon expresses concern that people are forgetting the Great War too quickly, forgetting those who fought and died. He urges people of all generations to remember the sorrow of the Great War.

Imperial War Museum

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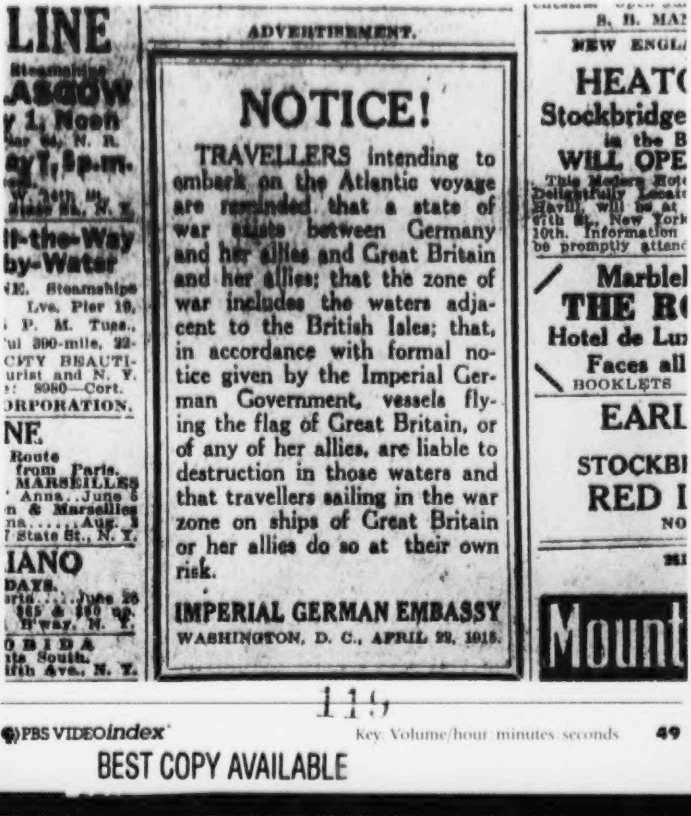

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STUDENT RESOURCE 1-A
Questions: *EXPLOSION*

In the early months of 1914, few people in Europe wanted war, and only Germany and France had made elaborate plans should a war begin. However, beginning with an assassination on June 28, 1914, the decisions of government leaders and the mood of the people ignited Europe into the Great War.

These questions will help focus your attention during the video. Answering them will help you understand this era and what the people thought, felt and did.

1. Define "instability" and describe at least five conditions or events that reflected the instability in Europe prior to the war.

2. Kaiser Wilhelm II was proud, insecure and unstable, but he wanted to appear strong. What three life experiences may have contributed to these personality traits?

3. Define "balance of power" and describe the role that Germany needed to play in the international scene to ensure that the balance of power was in its favor.

4. Identify at least five areas in which there was an imbalance during the prewar era between the "haves" and the "have nots," both within the nations of Europe and the U.S. and among the nations.

5. Describe specific ways that the activities and demands of the suffragettes in Britain and the laborers in Germany challenged the status quo and traditions in their respective nations.

(Over)

6. The tsar was viewed as the "father" of his people and of Russia. What actions did Tsar Nicholas II take that might have weakened his image as a strong leader? What failures to act might also have weakened his image?

7. Describe how the works and words of the German artist Ludwig Meidner represented his vision of the future of Europe.

8. Define "alliance obligations" and describe what it meant for the European nations to fulfill these obligations in the six weeks following the assassination of Archduke Ferdinand.

9. Describe the public reactions to the decisions to mobilize for war. What do these reactions reveal about the mood of the people and about why war was an acceptable course of action in August 1914?

10. Identify the important events and attitudes that led Europe to explode into war in August 1914.

11. Identify at least three reasons the leaders of each of the five major nations sent their armies to war in August 1914.

STUDENT RESOURCE 1-B
Context and Overview of the Great War: *EXPLOSION*

The last major war in Europe before the Great War, the Franco-Prussian War, ended in 1871. It was followed by an explosion of industrialization that would profoundly affect the nature of fighting on the battlefield. Major changes in everyday life also began in the 1870s: These changes included new technology, faster communication, new pressure in local and international economics and new ideas about art, literature, the role of government, human origins and existence and the relationship of humans to their god or gods.

Meanwhile, the key industrialized European nations were expanding their economic wealth and influence in all parts of the world. They thought that this expansion required them to increase their military strength to protect their interests against other nations. The economic expansion resulted in envy and jealousy over the wealth and territory of some of these nations; the military expansion brought the fear that weaker nations might be taken over by more powerful nations.

Conditions in the years prior to the outbreak of the Great War were unstable. Many people realized that the traditional diplomatic policies of the past would no longer solve the problems Europe was facing. Fear and uncertainty grew, and the future was unclear. Even though Europe was experiencing social changes–the population was growing rapidly and becoming increasingly urban, and the people enjoyed substantial increases in their standard of living–many were now focusing their attention on international events.

The U.S. was experiencing similar changes, with the added pressures of enormous immigration rates. Labor unions were growing, and every industrial city had tenant housing and slums. Reform movements, such as the Populists and Progressives, emerged out of the unrest. Life in the U.S. was unstable and uncertain, and many Americans thought that they were isolated from the events of the rest of the world.

In many ways, the period before the war resembled a revolutionary age: There was no way to reconcile the differences between those people who insisted on traditions and those who insisted on changing the status quo. In such situations, the decisions that are made to settle the differences often destroy at least as much as they create. Unexpectedly high levels of destruction, death and suffering can result when actions are motivated by fear or revenge, by jealousy or desire (for power or wealth or security) or by patriotism.

The Great War was nondiscriminatory: The life of every person was affected by the declaration of war. Every combatant nation and region, people on every level of society and people in every occupation actively participated in the war effort and were killed, wounded, left widowed or orphaned. The "Lost Generation" not only refers to the millions who were killed and wounded, but also labels all those who were alive at the time. Before the next generation, the world would again be engaged in a war, a war that was many times more violent and more destructive than the First World War.

(Over)

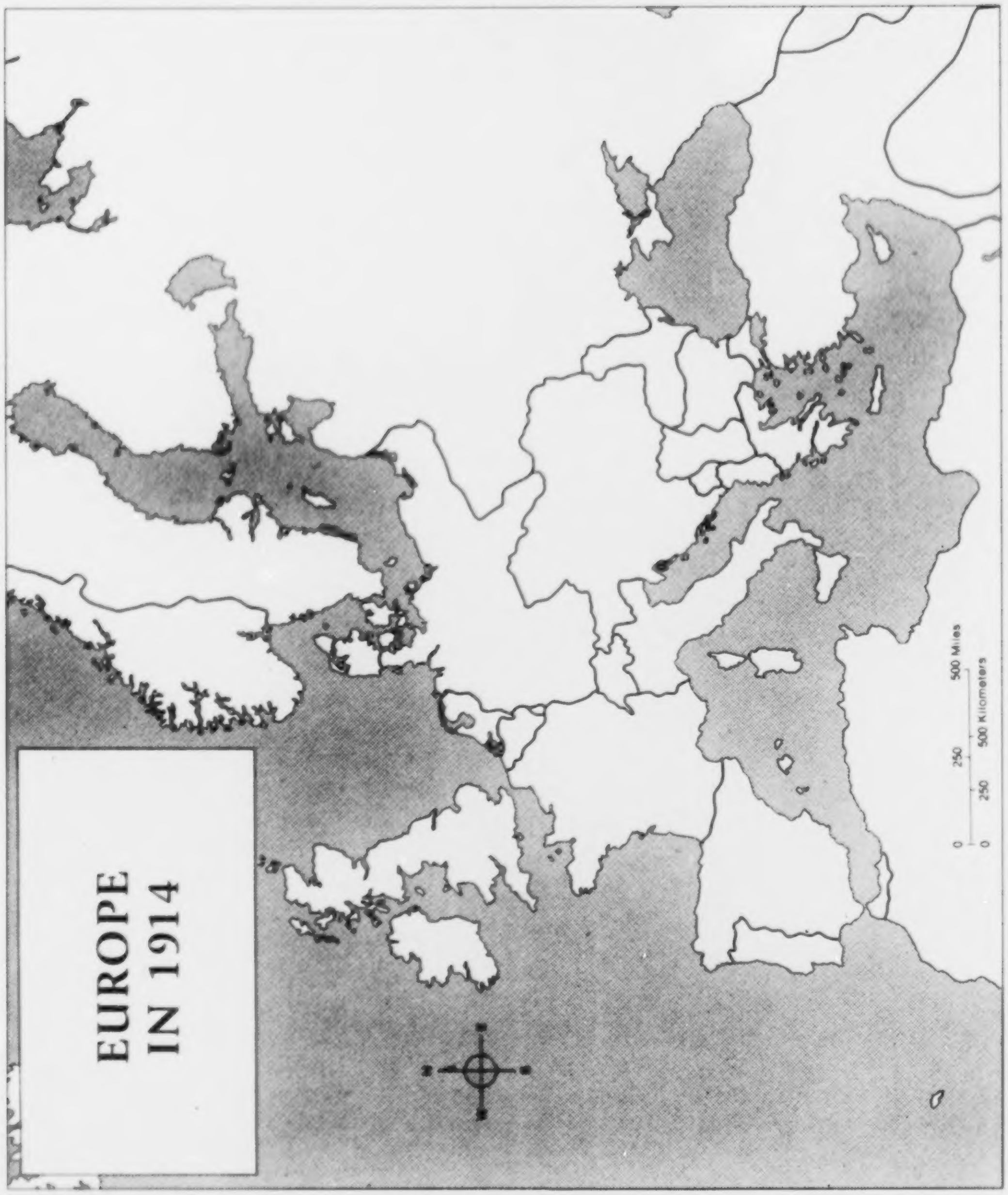
Questions

1. From this reading, what were the outstanding characteristics of life in Europe in the decades before the summer of 1914?

2. Why might people–both the general population and people in leadership–in the powerful nations of Europe have wanted war?

3. Given this reading, what effects might the war have had on the European civilians?

STUDENT RESOURCE 1-C
Map of Europe in 1914


EUROPE
IN 1914
0 250 500 Miles
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Write in the names of each European nation. Indicate which nations were members of the Central Powers, which were members of the Allied Nations and which were neutral.

Questions

1. Maintaining a "balance of power" was key to preserving peace in the decades before the war, and Germany feared being encircled by its enemies. How did Germany's geographic location contribute to those fears? Were those fears justified?

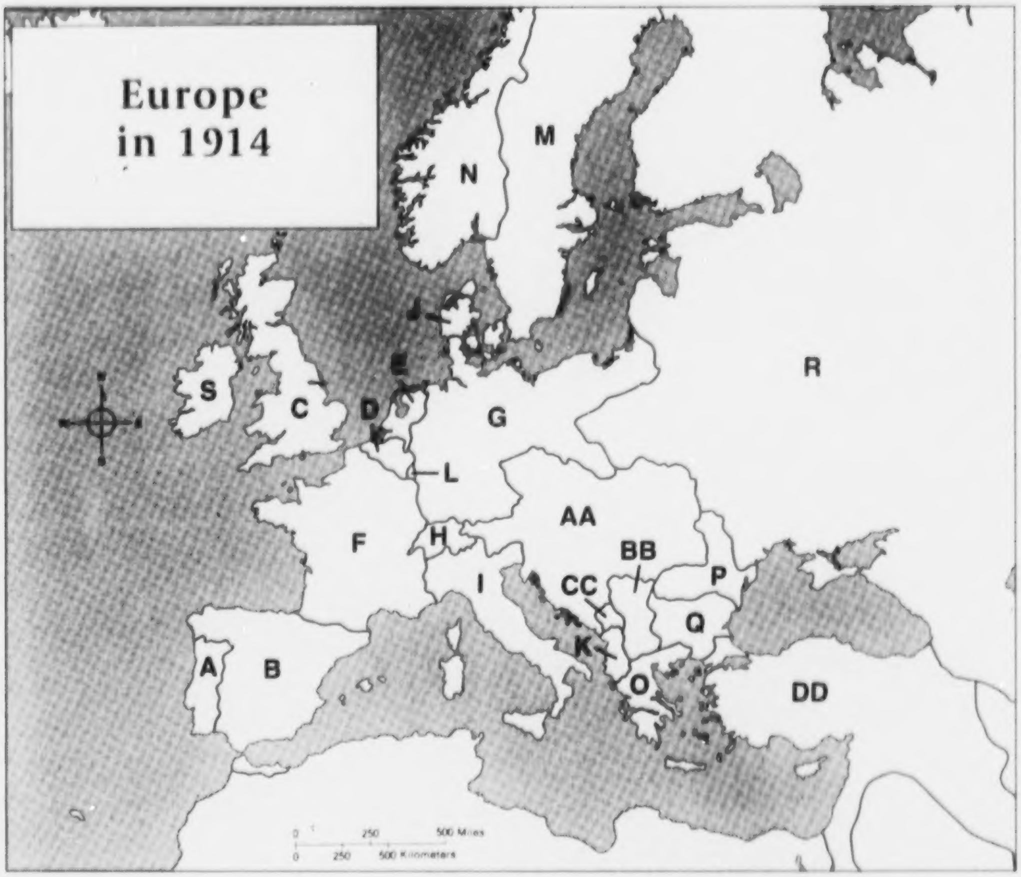
2. The great powers were very aware of the treaty obligations each nation had to the others in July 1914. Imagine that you are the leader of one of these nations at this time. If you mobilized and began a war, what specific actions would you expect each of the other nations to take in response?

3. How did Europe's geography contribute to the situation in Europe and lead to war?

4. Imagine that you are the military leader of one of the five great powers of Europe in July 1914. In the event of war, what steps would you take to conclude hostilities at the earliest possible date?

5. Imagine that you were asked by the leaders of the major nations to settle the "July Crisis" before it exploded into war. Given what you know about this situation, what proposals might you have made? Why do you think your proposals would work?

STUDENT RESOURCE 1-C
Map of Europe in 1914: Teacher Reference


Europe in 1914
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N
J
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0 250 500 Miles
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Nations That Existed Prior to and After the Great War

CODE	*NATION*	*CODE*	*NATION*
A	Portugal	K	Albania
B	Spain	L	Luxembourg
C	Great Britain	M	Sweden
D	Belgium	N	Norway
E	Netherlands	O	Greece
F	France	P	Romania
G	Germany	Q	Bulgaria
H	Switzerland	R	Russia
I	Italy	S	Ireland
J	Denmark		

Nations to be Dissolved After the Great War

CODE	*NATION*
AA	Austria-Hungary
BB	Serbia
CC	Montenegro
DD	Ottoman Empire (Turkey)

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STUDENT RESOURCE 1-D
Noteworthy Quotes: *EXPLOSION*

War involves people, not just nations. These quotes will help you understand the thoughts and feelings of some of the people involved in the Great War. After watching the video, you should be able to interpret each quotation in the context of the person speaking and the situation in which the statement was made. *(Quotes marked with an asterisk are from the video.)*

"When I was a little boy ...I admired the proud British ships. There awoke in me the will to build ships of my own like these some day, and when I was grown up to possess as fine a navy as the English."

Kaiser Wilhelm II*

"What will the future be like, when the billions now thrown away in preparation for war are spent on useful things to increase the well-being of people, on the construction of decent houses for workers, on improving transportation, on reclaiming the land? The fever of imperialism has become a sickness. It is the disease of a badly run society which does not know how to use its energies at home."

Jean Jaures, French Socialist Leader*

"Some damned foolish thing in the Balkans" will ignite Europe into war.

Otto von Bismarck*

"It is a job I have feared all my life."

Tsar Nicholas II of Russia, 1894*
Diary entry on the day of his coronation

STUDENT RESOURCE 2-A
Questions: *STALEMATE*

The opening weeks of the war were characterized by massive mobilization of troops, and hundreds of thousands of men moved across large sections of territory. Then the battlefront became deadlocked in a stalemate that lasted for much of the rest of the war. Both sides made continuous efforts to break the stalemate and force the opposing side to surrender.

These questions will help focus your attention during the video. Answering them will help you understand this era and what the people thought, felt and did.

1. Identify at least three reasons the leaders of both sides originally believed that the war would be very short in length.

2. Define "offensive strategy" and explain the impact of this type of strategy for the men on the front lines of an army.

3. Explain the expression "poor little Belgium," and describe the actions of the German army that led to this expression.

4. Describe specific ways that the reality of the battlefield in December 1914 differed from the plans made by both sides in early August.

(Over)

5. Describe the reactions of the Belgian and French civilians to the actions on the battlefield in the opening weeks of the war.

6. Describe the efforts of the various nations, particularly Britain, to call for more volunteers to join the army.

7. Describe the differences between what the army volunteers expected to find on the battlefields of Europe and what they actually found.

8. Explain why the Battle of the Marne was significant for both France and Germany.

9. Explain the phrase "race to the sea" in the context of the front lines in the fall of 1914.

(Next Page)

10. Define the term "stalemate," and describe the conditions on the battlefront in December 1914 that produced and perpetuated a stalemate at that time.

11. Describe life in the trenches, as well as the physical environment of the trenches and the area surrounding the trenches.

12. Identify at least five ways that men tried to adjust to and cope with living in the trenches.

13. Describe the meaning of the Christmas truce of 1914, both for the men on the battlefield that evening and in terms of the nature of warfare before and after that evening.

STUDENT RESOURCE 2-B
Context and Overview of the Great War: *STALEMATE*

The Great War was different from any war fought either before or since. However, in the first four months of the war, military leaders on both sides made decisions based on their experiences in earlier wars; they assumed that this war would be much like previous wars, but on a larger scale. They also believed that the war would be over within weeks, or a few months at the longest, and that a swift offensive movement would force a surrender.

However, the first day of the actual fighting revealed that this war would be unlike all earlier wars in a number of ways. In the first five months of the war, violence in every form became an everyday reality for the millions of people–both military and civilian–in the war zones. The daily casualties frequently numbered in the tens of thousands.

By mid-October 1914, leaders on both sides started fighting a war of attrition; that is, they tried to wear down the enemy by costly battles, wherein soldiers became expendable and each side struggled to outlast the other. Old tactics of battlefield movement would not work, even though the generals continued to order mass offensives. New inventions were tried, but none were effective. Besides violence, massive destruction and death, the key features of the battlefront in the late fall of 1914 were stalemate and the trenches.

Both sides had to make major adjustments to trench warfare, an entirely new kind of war. The closest comparison was siege warfare, which was used in some battles during the Middle Ages and the American Civil War. Four types of trenches were dug, each with its own purposes and living conditions. The soldiers on the front knew the deadly effects of the machine guns (some of which fired between 300 and 450 bullets per minute) and massive, well-placed heavy artillery shells. They knew also that "going over the top" meant being mowed down. "No man's land" was aptly named.

By mid-December 1914, the Axis powers had lost the war, but, unfortunately, neither they nor the Allies knew it or would accept a truce. The stalemate on the battlefields was seen as a temporary condition, rather than permanent. Neither military nor civilian leaders believed the stalemate would last for long. Both sides were certain that, as in all previous wars, victory would go to the offensive armies. Generals on both sides continued to believe that in order to win the war quickly and decisively, all they needed was the right attack at the right spot with sufficient military forces. Four years later, after the deaths of over eight million men, both sides at last agreed that a permanent truce was necessary.

(Over)

Questions

1. The war opened with great optimism on both sides and the belief that the war would be short, but the armies quickly came to a stalemate. What factors might have contributed to creating a stalemate? What factors might have contributed to preserving a stalemate on the battlefield?

2. What value would high mobility have on the battlefield?

3. The stalemate forced leaders and soldiers to make major adjustments to waging war and defending their territory. Name at least five adjustments that men along the western front had to make by October 1914.

STUDENT RESOURCE 2-C
The Campaign to Get Volunteers to Join the Army

Besides drafting soldiers, the governments of all sides of this war tried a variety of ways to get men to join the army. The examples below show how they tried to persuade women to encourage the men in their lives to join.

Questions for the Wives and Mothers of Great Britain

1. You know from the newspapers what the German Huns have done to the women and children of Belgium. What would they do to you and your children if they invaded our shores?
2. Do you realize that the safety of your home and children depends on getting more men in uniform and off to the front now?
3. The word "GO" from you may send another man off to fight for you and for our Country and King. Why haven't you said "GO"?
4. When the war is over and your husband or your son is asked, "What did you do in the Great War?" –is he to lower his head in shame and embarrassment because you would not let him go?

Wives and Mothers of Great Britain, do your duty for Country and King.
Send your men this very day to join our glorious army.
God Save the King!

Attention Young Women of England

- Is your "best" man wearing khaki and carrying a gun for YOU, YOUR Country and YOUR King? If not, don't you feel he should be?
- If he does not believe that YOU and YOUR country are worth fighting for, is he worthy of YOU?
- Don't pity the young woman or girl who is alone: Her young man is probably a soldier, fighting for her and her Country–and for YOU.
- If your "best" man refuses to do his duty and serve to defend YOU, his Country and his King, the time may come when he refuses to do his duty for YOU. Don't let him neglect his duty.

Think it over.
Then ask YOUR "best" man to
JOIN THE ARMY TODAY

(Over)

Questions

1. Imagine that you are a mother, wife or girlfriend in Britain in the Summer of 1917 and you are reading these posters. To what extent might they persuade you to encourage your man or men to enlist?

2. Imagine that you are a man during this same time and you are reading these posters. What specific effects might they have on your decision to volunteer?

3. After reading these posters, what is your attitude toward the government that created such posters?

4. How do these posters suggest that the government wanted the entire society to participate in this war?

STUDENT RESOURCE 2-D
The Trenches: Symbols of the Stalemate

The first major trench lines were completed in late November 1914. At their peak, the trenches built by both sides extended nearly 400 miles from Nieuport, on the Belgian coast, to the Swiss border. Among the Allies, the Belgians occupied 40 miles, the British occupied 90 miles and the French occupied the rest. Experts calculate that along the western front, the Allies and Central Powers dug nearly 6,250 miles of trenches by the end of 1914. By the war's end, each side had dug at least 12,000 miles of trenches.

Organization of the trenches

The Allies used four "types" of trenches. The first, the front-line trench (or firing-and-attack trench), was located from 50 yards to 1 mile from the German's front trench. Several hundred yards behind the front-line trench was the support trench, with men and supplies that could immediately assist those on the front line. The reserve trench was dug several hundred yards further back and contained men and supplies that were available in emergencies should the first trenches be overrun. Connecting these trenches were communication trenches, which allowed movement of messages, supplies, and men among the trenches. Some underground networks connected gun emplacements and bunkers with the communication trenches.

The Imperial War Museum

German trench life was much different. They constructed elaborate and sophisticated tunnel and trench structures, sometimes with living quarters more than 50 feet below the surface. These trenches had electricity, beds, toilets and other niceties of life that contrasted sharply with the open-air trenches of the Allies.

The British front and support trenches were typically defended by 800,000 men. On the average, daily losses for the British soldiers were nearly 7,000 men killed, disabled or wounded. This figure remained fairly constant throughout the war. To keep morale as high as possible and to keep the soldiers on the front as fresh as possible, the British established a three-week rotation schedule. A week in the front trench was followed by a week in the support trench, which was followed by a week in the reserve trenches or even farther back. During this third week, the men could relax with sports, concerts and plays, keeping their minds away from life on the front.

No Man's Land: The Territory Between the Trenches

By mid-November 1914, the territory between the opposing front trenches was marked with huge craters caused by the shelling; nearly all vegetation was destroyed. Whenever possible, both sides filled this land with barbed wire to slow down any rapid advances by the enemy. The machine gun and the new long-range rifles made movement in this area almost impossible.

Timing of Movements at the Front

Both sides quickly recognized that assaults against the enemy trenches were suicide if begun in broad daylight, so attacks tended to take place just before dawn or right at dawn. Poison gases tended to be more effective in the mornings, as the colder air and absence of

(Over)

wind allowed the gases to stay closer to the ground for longer periods of time. Except for artillery shelling, daytime was relatively safe for the soldiers on the front line. Once the sun went down, men crawled out of their trenches to conduct raids, investigate the layout of the terrain, and eavesdrop near the enemy lines to pick up information on their strengths, weaknesses and strategies.

Life in the Trenches

An American journalist who was in France during the war, Philip Gibbs, made the following observation about conditions in the trenches: "Lice crawled over them in legions. Human flesh, rotting and stinking, mere pulp, was pasted into the mud banks. If they dug to get deeper cover, their shovels went into the softness of dead bodies who had been their comrades. Scraps of flesh, booted legs, blackened hands, eyeless heads, came falling over them when the enemy trench-mortared their position or blew up a new mine shaft."

During the day, men who looked across no man's land saw the destruction that had yet to be cleared. Bodies that had been there for one or two days began to swell and stink. As poet, novelist and critic Robert Graves wrote, the bodies "we could not get from the German wire continued to swell until the wall of the stomach collapsed, either naturally or when punctured by a bullet; a disgusting smell would float across. The color of the dead faces changed from white to yellow-grey, to red, to purple, to green, to black."

Questions

1. Imagine that you are a World War I reporter visiting the trenches on the western front. Write a front-page account of your experiences.

2. Imagine that you are a soldier who has been in the trenches for several weeks. How would you describe your life in the trench? How would you describe your emotional reactions to the conditions in and around the trench?

3. In what ways was this war extremely violent, horrible and deadly?

STUDENT RESOURCE 2-E
Life in the Trenches: A Poem

I've a Little Wet Home in a Trench

I've a little wet home in a trench,
Where the rainstorms continually drench,
There's a dead cow close by
With her feet in towards the sky
And she gives off a terrible stench.

Underneath, in the place of a floor,
There's a mass of wet mud and some straw,
But with shells dropping there,
There's no place to compare,
With my little wet home in the trench.

Written by John Lucy, these words can be sung to the tune of "My Little Grey Home in the West" (Cited in Martin Gilbert, p. 122).

Questions

1. What characteristics of trench life does Lucy emphasize?

2. Based on the evidence of this poem, what "emotion" words most likely describe Lucy's feelings about his trench environment?

3. The word "home" usually refers to a place that is more or less permanent, safe and comfortable. How might those on the front lines consider Lucy's trench a home?

4. Given what you know about trenches and life in the trenches, imagine you are in such a trench. Write a poem that describes your environment, your feelings about the trench and your feelings about being in the trench.

STUDENT RESOURCE 2-F
The Trenches Illustrated

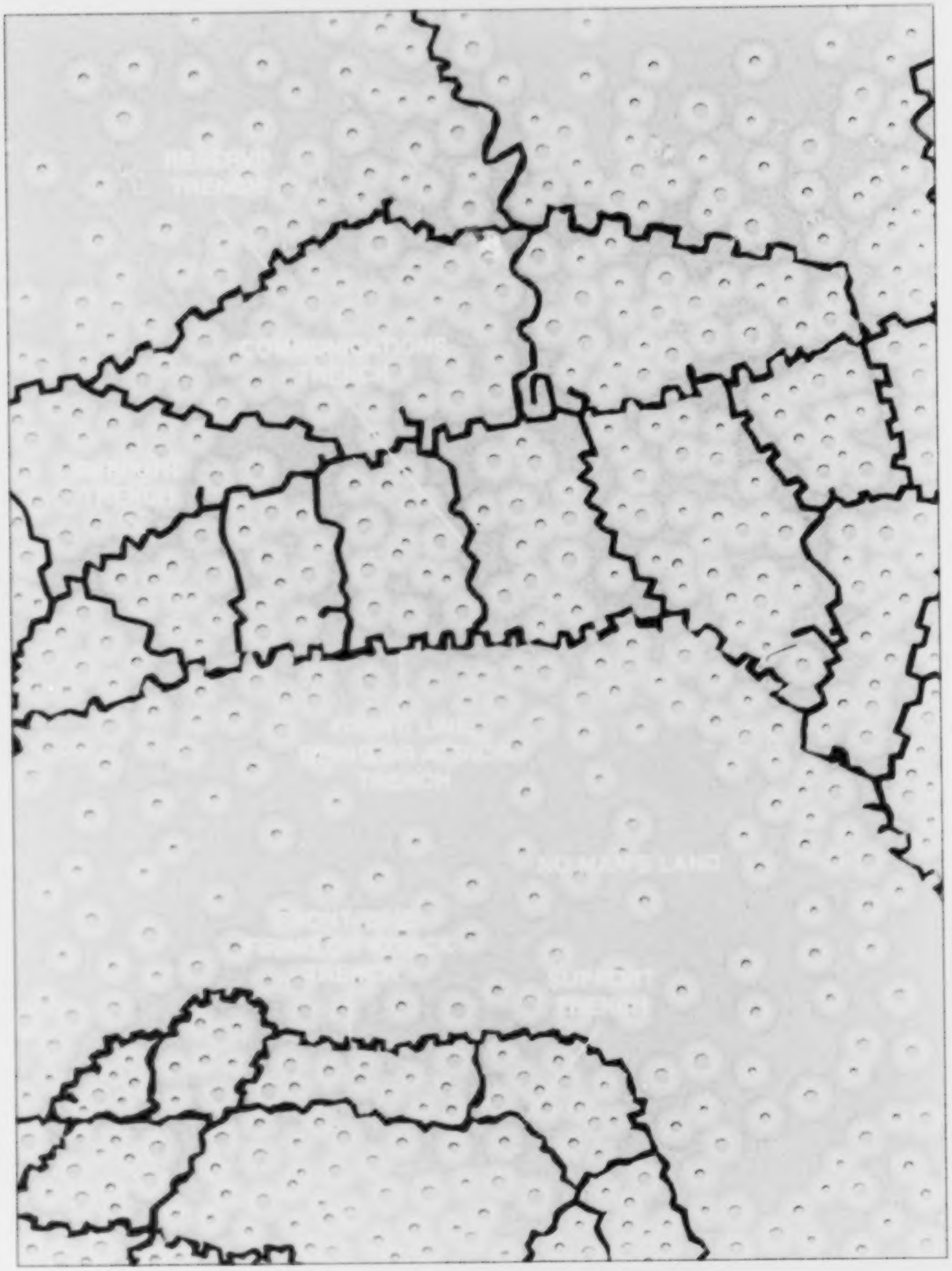
RESERVE TRENCH
COMMUNICATIONS TRENCH
NO MAN'S LAND
SUPPORT TRENCH

Figure 1. The Layout of the Trenches: An Overhead View

(Over)

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PBS VIDEO.

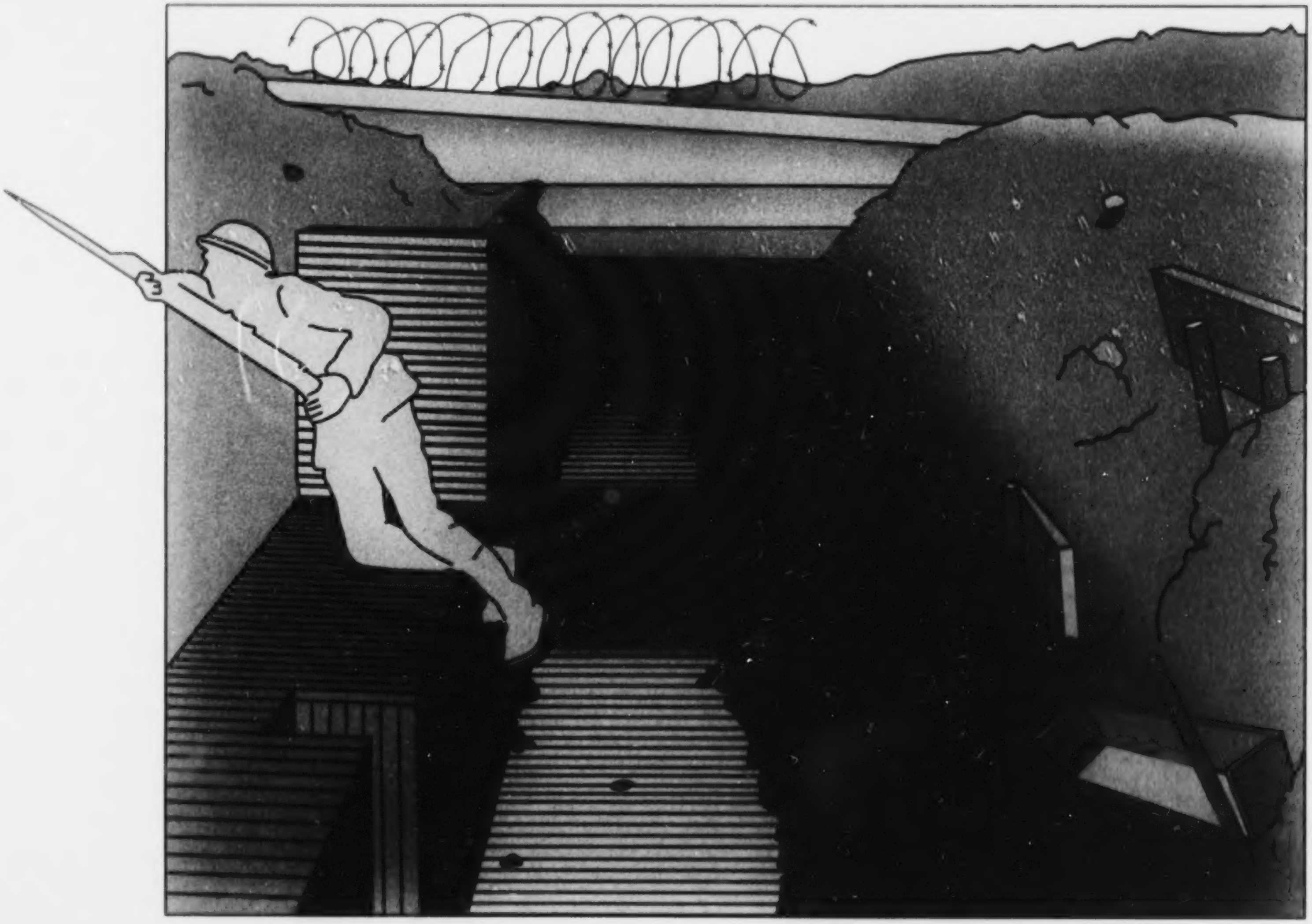

Figure 2. The Layout of the Trenches: A Cross-Section View

(Next Page)

Questions

1. Why wouldn't the trenches be dug in a straight line for an extended distance?

2. What would be the advantages and disadvantages of being in a trench?

3. What words would best describe the design of a trench and of the trench lines?

4. Given the design of a typical trench, how might the weather affect life in the trenches?

5. What do you think are the three worst things about waging war in trenches?

6. If you were asked to modify the design of a typical trench in a practical way, what changes would you make?

STUDENT RESOURCE 2-G
Noteworthy Quotes: *STALEMATE*

War involves people, not just nations. These quotes will help you understand the thoughts and feelings of some of the people involved in the Great War. After watching the video, you should be able to interpret each quotation in the context of the person speaking and the situation in which the statement was made. *(Quotes marked with an asterisk are from the video.)*

> *"Our march to the station was a gripping and uplifting experience. ...Handkerchiefs waving untiringly, cheers on every side. This hour is one such as seldom strikes in the life of a nation."*
>
> Walter Limmerman, August 1914*

> *"I know it's difficult for people to grasp that war could actually be yearned for, desired. ...But many of these people actually thought war would be a good thing. ...Not only would it achieve national unity, which was very important, but it would at the same time develop the manly skills. ...And this notion of manliness is very important in 1914. The manly thing to do was to go to war."*
>
> Historian Robert Wohl, 1995*

> *"Nobody knew where the enemy was. Whenever they had the chance they shot down German soldiers. ...There was little defense against this sort of warfare because the streets were full of civilians and so were the houses.É It was nervewracking [for the Germans] in the extreme and resulted in savage and merciless slaughter [of Belgian civilians] at the slightest provocation. ... As we marched ... dead soldiers and civilians lay everywhere."*
>
> Fritz Nagal, August 1914*
> German soldier reacting to actions by Belgian civilians

> *"[I] have seen little murdered children with roasted feet. The tiny mites were hung over a fire before they were slain. ...The things done to Belgian girls and women, before their tortured lifeless bodies with battered faces were thrown into a ditch, are so unspeakably dreadful that details cannot be printed."*
>
> The War Illustrated, September 5, 1914*

> *"The news of the atrocities committed in Belgium by the Kaiser's monsters emptied the villages in the North [of France] in a single night, and one can imagine nothing more dismal than the stream of fugitives along the roads of France. We saw them passing by our houses, coming from goodness knows where, piled up on carts with ... their old men and their children, and all their household goods."*
>
> Madame Drumont, Parisian, August 1914*

(Over)

"It's an honor to make such sacrifice for our allies."
*Grand Duke Nicholai, September 1914**

In response to hearing the number of Russians who were
killed, wounded and captured during the defeat at Tannenberg

"I searched my mind for total figures and roughly reckoned that in three months, 96 out of every hundred had been killed or wounded. ...My eyes weakened, wandered, and rested on the half-hidden corpses of men and youths. ...Proudly and sorrowfully I looked at them, the Macs and the O's, and the hardy Ulster boys joined together in death on a foreign field. My dead chums."

John Lucy, 1914*
British soldier

[In July 1914,] *"war still had a heroic and noble connotation. And to discover that it was not heroic and noble was an immense cultural shock."*

Historian Paul Fussell, 1996*

"To the few remaining old soldiers, trench warfare was somehow unreal, as if a halt had been called in the conflict. ...We were stultified in trenches, and wretchedly restless in any quiet sector of the line.É The idea that the enemy remained unassaulted a few hundred yards away puzzled us."

John Lucy, 1914*
British soldier

"The first thing was it smelled bad. ...It smelled bad because there were open latrines everywhere. ...There were bodies rotting everywhere. Nothing could be done about them. ...The rats ate corpses, then they came in and snuggled next to you while you were sleeping."

Historian Paul Fussell, 1996*

"The war of 1914 wasn't a great war at all. It was the last 19th century war. 1915 is the moment when the 20th century is born. In 1914, you have a throwback to many of the features of solidarity, decency, which became drowned in a pool of blood in the rest of the war. But not at Christmas."

Historian Jay Winter, 1996*

[illegible]

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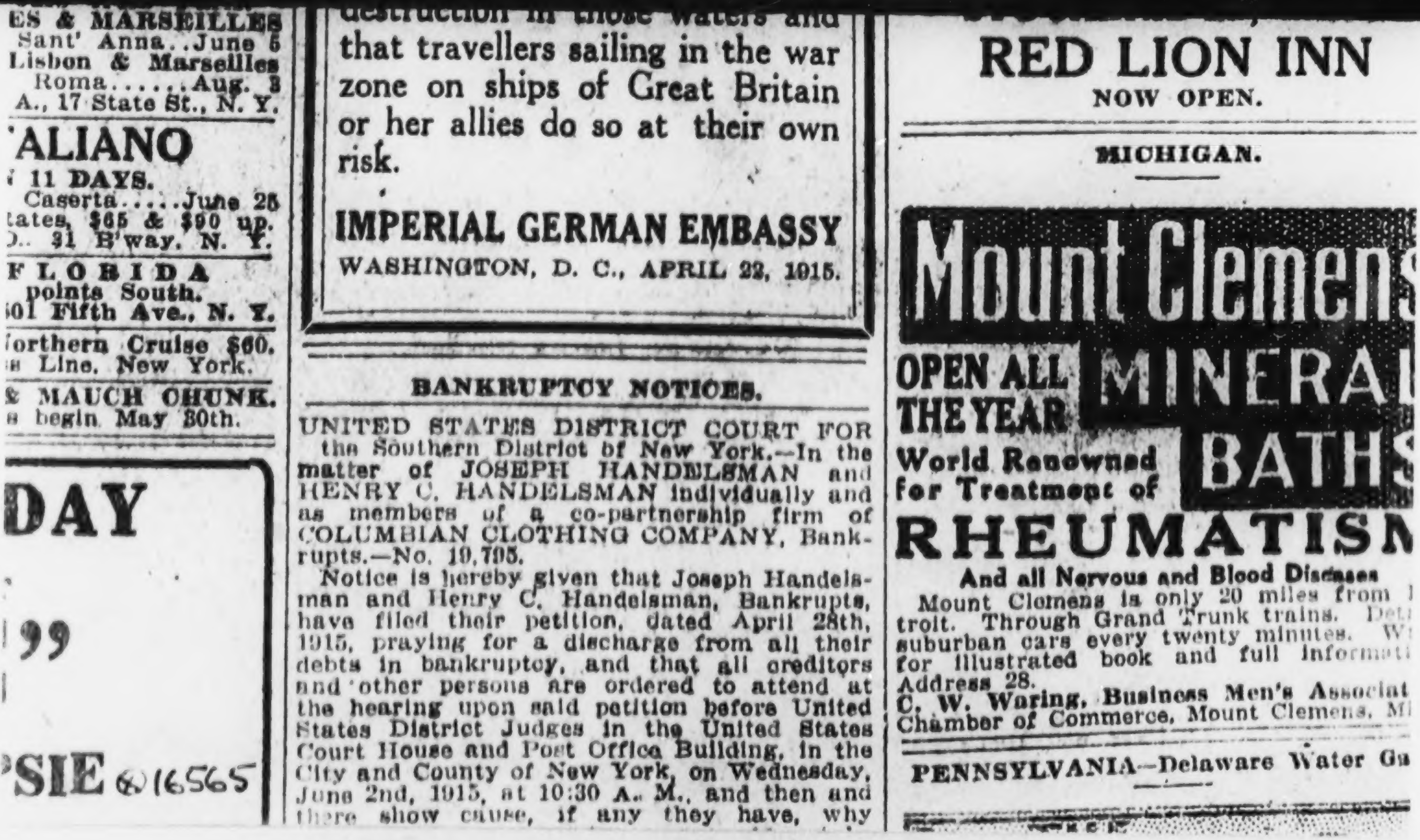

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destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

IMPERIAL GERMAN EMBASSY
WASHINGTON, D. C., APRIL 22, 1915.

BANKRUPTCY NOTICES.

UNITED STATES DISTRICT COURT FOR the Southern District of New York.—In the matter of JOSEPH HANDELSMAN and HENRY C. HANDELSMAN individually and as members of a co-partnership firm of COLUMBIAN CLOTHING COMPANY, Bankrupts.—No. 19,795.

Notice is hereby given that Joseph Handelsman and Henry C. Handelsman, Bankrupts, have filed their petition, dated April 28th, 1915, praying for a discharge from all their debts in bankruptcy, and that all creditors and other persons are ordered to attend at the hearing upon said petition before United States District Judges in the United States Court House and Post Office Building, in the City and County of New York, on Wednesday, June 2nd, 1915, at 10:30 A. M., and then and there show cause, if any they have, why

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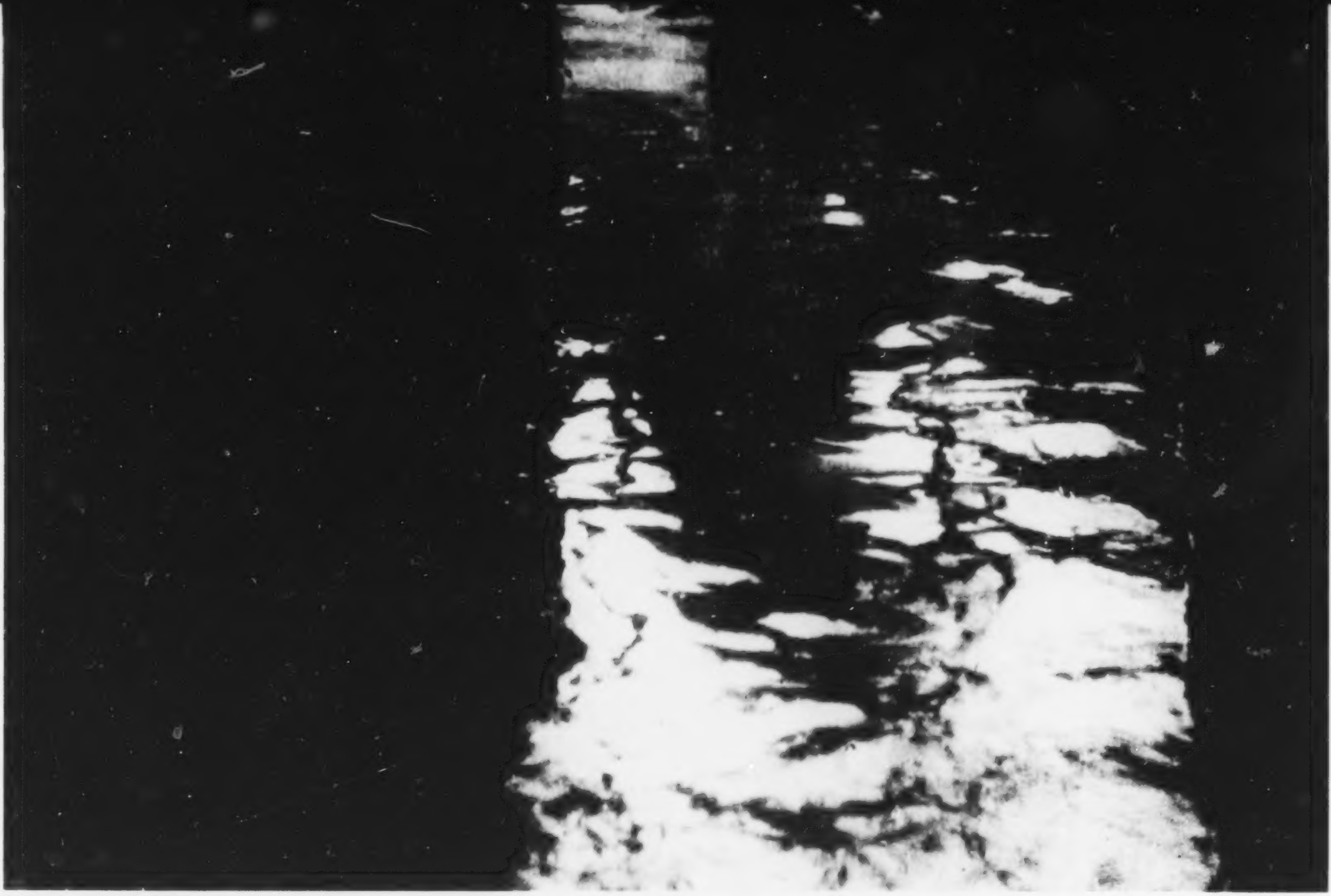

The Imperial War Museum

A typical British trench in the rainy season. Weather conditions affected the total environment around and in the trenches which, in turn, affected the comfort level of the soldiers. Drainage of water was especially difficult. High water such as this often carried raw human sewage and helped spread disease.

PBS VIDEO

STUDENT RESOURCE 3-A
Questions: *TOTAL WAR*

The Great War was a "total war." Entire populations of nations participated directly and indirectly in their nation's military efforts; both civilians and soldiers were targets of enemy strategy and actions. All citizens were affected by their nation's involvement in the war.

These questions will help focus your attention during the video. Answering them will help you understand the meaning of "total war" and what the people thought, felt and did in reaction to this total war.

1. Define "total war" and state the major characteristics of a total war.

2. What is the meaning of "participant in the war" in the context of total war?

3. What are at least five important reasons a nation would deliberately treat territory miles from the battlefront and the civilian population of an enemy nation as legitimate military targets?

4. Describe the efforts of people who, like Mustafa Kemal, defended a particular location, and discuss what success and failure would mean to their nation.

5. What were the attitudes of some colonial citizens serving in the army of their Mother Country and how might their experiences have affected their respect for their Mother Country after the war?

(Over)

6. Cite examples of the universal participation, universal commitment, universal bereavement and universal loss that characterize total war.

7. Describe the emotions of the participants in the Great War, including those who were on the front lines and those who waited at home.

8. What five specific contributions did women make to the war effort? What was the impact of these contributions on their health and lives?

9. Describe four of the new "rules of military engagement" that were introduced during the Great War. Explain the effects of implementing each rule.

10. What does the expression "battle for people's minds" mean? Describe specific activities and materials that were generated to win this battle.

11. What are "ethnic cleansing" and "genocide"? Why did the Turks commit such atrocities against the Armenians?

12. What are the advantages and disadvantages of being in a state of total war?

STUDENT RESOURCE 3-B
Context and Overview of the Great War: *TOTAL WAR*

Before 1914, victory in war was achieved by defeating the enemy on the battlefield and forcing what remained of the army to surrender. If needed, the capital city or key fortresses of the enemy could be attacked and captured to force the surrender. However, in the Great War the government and military leaders used whatever means they could justify to win the war. Consequently, civilians and nonmilitary sites were viewed as legitimate targets, because their existence and activities contributed to the enemy's war effort, either directly or indirectly. Civilian casualties were no longer unintentional consequences of the fighting between opposing forces.

Mobilizing for war now meant more than preparing men to fight and moving them to the battlefront. For the first time, mobilization was aimed at getting people in every part of society to take an active part in the war effort. People from all occupations and all classes of society were forced to collaborate to supply the armed forces with what they needed. Women were hired for jobs that had previously been male-only.

In this war, mobilization included the systematic and continuous arousing of the civilian people to hate the enemy, both soldiers and civilians. The level of the hatred was raised and directed toward anything that was connected with the enemy. In the U.S., for example, sauerkraut became "liberty lettuce," and many schools stopped teaching German. Many German Americans stopped speaking German in their homes. The propagandists used both visual and verbal messages–through popular media such as movies and song recordings–to keep people supporting the war effort.

The continued involvement of each nation in the war required the consent and financial support of its people; for the first time, nations found that they could not fight a war without the massive and continuous efforts of the civilian population. Governments that lost this support collapsed and were forced to drop out of the war.

Questions

1. During a traditional or typical war, what were the two focuses of military strategies?

2. In the traditional notion of warfare what was the military's typical attitude toward the enemy's civilian population?

3. In the Great War and in all "total wars," what is the military's attitude towards the enemy's civilian population?

(Over)

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4. For what reasons did government during the Great War justify their decisions to include civilians as legitimate military targets?

5. A particular use of three separate weapons illustrates a shift in strategies to defeat the enemy. What particular use of each weapon best illustrates the concept of "total war".

6. During this war and "total wars" since 1918, what were three important roles of propaganda?

7. What actions or conditions might be used as proof that the military attacks against civilians were getting the results the military intended?

STUDENT RESOURCE 3-C
The Weapons of War

Many weapons used in the Great War were either new or vastly improved over earlier versions. These weapons were used with varying degrees of success. Complete this chart of 10 weapons, describing where and when each weapon might be used and the effects of using the weapon.

Weapon	When and where used	Effect
machine gun		
hand grenade		
submarine		
poison gas		
dirigible		
tank		
airplane		
long-range rifle		
75-mile artillery		
flame thrower		

(Over)

PBS VIDEO.

Questions

3-C

1. Which weapons would be the most effective in helping an army attain its objectives?

2. Imagine your enemy has all of these weapons. Which weapons would you most dread being used against you? Why?

3. Which of these weapons would be most effective for attacking targets miles behind the front lines?

4. Which of these weapons would be most effective for attacking civilian populations?

5. What are the advantages and disadvantages of each of these weapons?

STUDENT RESOURCE 3-D
Civilians at War

A number of civilian occupations were vital to the war-producing efforts of a nation, including those listed below. In the middle column, describe the specific contributions of each occupation to waging a war. In the right column, describe the possible risks facing people in each occupation.

Occupation	Specific contributions	Possible dangers and risks
munitions plant worker		
worker on a ship carrying supplies across the ocean		
field hospital nurse		
coal miner		
wheat farmer		
spy		
steel mill worker		

(Over)

Questions

1. Which of these occupations would contribute the most to the war-making activities of a nation? Why?

2. Which occupation is likely be the most dangerous? the safest?

3. If you had been alive during the Great War, but unable to serve in the military, which of these occupations would you have preferred?

4. In which of these occupations would you expect to find the highest percentage of women? the lowest percentage of women?

STUDENT RESOURCE 3-E
Gas Warfare

The machine gun was the deadliest defensive weapon used against troops during the Great War; some models fired between 300 and 450 bullets a minute. But a new weapon of this war–poison gas–still gets most of the attention. By the end of the war, an estimated 91,000 men had died from these gases, and over 1.2 million more had been casualties.

The gases were delivered either through pipes or in artillery shells. Because of the nature of these gases, the user had to ensure that the wind was favorable. Artillery shells could only hold a small amount of gas, and this small amount was susceptible to being diluted by the slightest breeze. However, these shells could deliver the gas miles behind the front lines. The deadlier delivery system was through pipes that extended across no man's land. These pipes could pour out large quantities of gas that would roll across the land like a morning fog and settle into the trenches and tunnels. These pipes were usually put out at night so that the gas could be released in the cool air of morning and settle into the enemy's trenches. Both sides used poison gases.

The gases included 26 different poisons; the most commonly used were chlorine and mustard gas, both of which had easily recognizable odors. When the gases were detected, a loud siren was sounded, signaling the men to put on their gas masks. Putting on the masks was difficult, and once on, the masks were very uncomfortable and hard to breathe through. Furthermore, the masks made it difficult for a person to move about. Many soldiers feared the discomfort of the masks almost as much as the gas itself.

A person who had inhaled one of the gases would feel nauseous and dizzy and would go into a violent coughing spell, which made keeping a mask on nearly impossible. The more deadly gases would result in immediate disability and suffering and–if the soldier was lucky–a quick death.

The gases killed all forms of animal life, from the birds in the area to the horses that were used as beasts of burden. After a gas attack, it was common to see wagons, carts and wheeled weapons hooked up to teams of dead horses. Removing the dead horses was a major effort that cost both sides time. In addition, the loss of horses created shortages or delays in sup

(Over)

Questions

1. From the above and the video, what are at least five reasons why an army would use poisonous gases against an enemy?

2. Nearly 9 million men in uniform died during this war. Given the total number of deaths due directly to poison gases, how successful was the use of these gases as a weapon of war?

3. The use of these gases added to the stress, fear and horror of the men in the trenches. Imagine you were in a trench and expected a gas attack the next morning. What thoughts and feelings would you have as you awaited the gas?

4. Imagine you were in the trenches at during a gas attack and lived to tell about it. Imagine further that you wanted to write home to tell your family about your experience. Write the letter you would send.

STUDENT RESOURCE 3-F
Noteworthy Quotes: *TOTAL WAR*

War involves people, not just nations. These quotes will help you understand the thoughts and feelings of some of the people involved in the Great War. After watching the video, you should be able to interpret each quotation in the context of the person speaking and the situation in which the statement was made. *(Quotes marked with an asterisk are from the video.)*

"If you could picture Anzac as I have seen it, you would find that to be an Australian is the greatest privilege the world has to offer."

Keith Murdock, 1915
Australian journalist

"We who strike the enemy where his heart beats have been slandered as baby killers and murderers of women. What we do is repugnant to us too, but necessary. Very necessary. Nowadays there is no such animal as a noncombatant. A soldier cannot function without the factory worker, the farmers and all the other providers behind them. Modern warfare is total warfare."

Peter Strasser
Commander of the German Zeppelin Fleet

"Lest we forget."

British poster depicting the German medal struck
to commemorate the 1915 U-boat sinking of the Lusitania

"The Germans are at your door! We've got to stop them! And we will stop them if you buy Liberty Bonds! Remember, each bond you buy will save a soldier's life–a mother's son!–will bring this war to an early victory!æ

Charlie Chaplin
American film star

The proper strategy in war "consists in the first place in inflicting as telling blows as possible upon the enemy's army, and then causing the inhabitants so much suffering that they must long for peace, and force their Government to demand it. The people must be left nothing but their eyes to weep with over the war."

General Philip Sheridan
U. S. Army during the American Civil War

"I don't order you to attack, I order you to die!"

Mustafa Kemal, known later as Ataturk, April 1915*
Turkish colonel at Gallipoli

"The trenches are totally different to what I expected. ...It is sure death to put your head up to look. Even the periscope mirrors measuring only three inches square at most are picked off one after the other."

Cyril Lawrence, 1915*
Engineer from Melbourne, Australia, at Gallipoli

(Over)

"The present war is a world war. Every nation must take part in it. Even we Bantu ought to play our part in this war. ...You are still expected, even across the seas, to go and help. ...Please, everyone who loves this country and respects the British government, join this war without hesitation."

African Newspaper*

"We are black and ...because of the color of our skin, the Germans called us boots. This hurt every black man, because they actually underestimated us, and disgraced and dishonored us."

Kande Kamara*
West African fighting for the British

"Ordinary household sounds became a torment. ...Every ring at the door suggested a telegram, every telephone call a long-distance message giving bad news."

Vera Brittain, 1915*
British civilian concerned about her fiancé, a cousin
and a best friend all in the war in France

"I knew now that death was the end and that I was quite alone. There was no hereafter, no Easter morning [of Resurrection for the dead], no meeting again. I walked in a darkness, a dumbness, a silence, which no beloved voice would penetrate."

Vera Brittain, 1915*
British civilian after her fiancé, a cousin
and a best friend were all killed in the war

"It was all bright ginger, all our front hair and all our faces were bright yellow. They used to call us canaries."

Caroline Webb*
British munitions worker

"All travelers sailing in the war zone on ships of Great Britain do so at their own risk."

Announcement paid for by the German
government in an American newspaper*
May 2, 1915, the day the Lusitania departed New York City

"Greater misery could not be imagined. ...The dead and the dying are everywhere. ...One sees dead bodies now in all directions and on every road. ...The whole country is one vast slaughterhouse."

Leslie Davis, 1915*
American consul in Turkey witnessing the
genocide of the Christian Armenians

"Who today remembers the Armenians?"

Adolf Hitler*
German soldier during the Great War
and later leader of Germany

STUDENT RESOURCE 4-A
Questions: *SLAUGHTER*

This video focuses on the violence, destruction and slaughter that were common in the Great War. These questions will help focus your attention during the video. Answering them will help you understand this era and what the people thought, felt and did.

1. Define "slaughter." What battlefield situations contributed to the slaughter in the Great War, leaving as many as 30,000 men killed in one day?

2. What effects did the war have on artists (Otto Dix, for example) and writers (Wilfred Owen and Siegfried Sassoon, for example)?

3. Why was the Battle of Verdun pivotal for both the French and the Germans? Why did the Germans select Verdun as a target?

4. What is a "strategy of attrition"? Why would a military leader adopt such a strategy?

5. What are some possible thoughts and feelings of the men who experienced he slaughter of the battlefields, both in terms of surviving the slaughter and of participating in the slaughter of the enemy?

6. What were the major advantages and disadvantages of groups of friends enlisting together and being assigned to the same small combat unit?

(Over)

7. What were the effects on the survivors of seeing so many of their friends die within a few minutes of one another?

8. Why would a commanding officer who had lost nearly 20,000 men the first day of a battle continue the battle?

9. What impact did the vivid war documentary The Battle of the Somme have on British civilians?

8. What were the advantages and disadvantages of showing vivid documentary films to civilians?

9. What was life like for the soldiers far behind the trenches? What diversions were available for the mental, emotional and physical health of the men?

10. How did the weather and land conditions affect the men at the front during the Battle of Passchendaele in 1917?

11. Why did the governments and civilians of the combatant nations allow the slaughter to continue?

STUDENT RESOURCE 4-B
Context and Overview of the Great War: *SLAUGHTER*

More soldiers were killed during World War I than any war before or since. Battlefields were like slaughter houses. Men were mutilated, dismembered and even disappeared as a result of the new weapons and improvement in existing weapons. The writings of men on both sides spoke of and had to get used to living with the body parts of friends and enemies alike. The destruction was so terrible and effective that at war's end, the bodies of over half the nine million were never found to be buried. The destruction that accompanied the "killing fields" in, behind and in front of the trenches on both fronts affected every person who had direct contact with it and the millions of civilians who knew those in uniform.

In early 1916, the stage was set for both sides to try to make the breakthrough on the battlefield that would assure each victory. Instead, by year's end, both sides would lose nearly one million men with very little change in the position of the front line trenches. The battlefields became "killing fields" and only one word "slaughter" accurately describes the extent of the killing, violence and destruction. Three battles exemplify the futility of the efforts on each side and the slaughter that typified the killing.

From February 21st to early December, 1916, a series of battles referred to as the Battle of Verdun was fought after the Germans made a surprise attack to capture this vital French fortress area and town. On the first day, the Germans fired one million shells and poisonous gas canisters along an 8 mile front. After ten months, over 40 million shells had been fired. In part because of the way the battlefield and night skies were constantly lit up by the blasts of the artillery, men on both sides referred to the region around Verdun as "the Furnace."

The Imperial War Museum

The German offensive was launched because the German High Command saw it as the last chance to defeat France before all the British forces had landed and because its major advocate, General von Falkenhayn decided, rightly, that Germany could not win the war by attrition or by fighting only on the defense. If Germany was to win the war, he reasoned, she had to win it soon and on the Western Front. After the battle, the front lines were nearly the same as when it began while over 300,000 French and Germans were killed and over 750,000 were wounded. For the French. Even today the efforts by the French at Verdun symbolize the strength and fortitude of her armed forces and the solidarity of the entire nation.

After a few short weeks, the battle took on a life of its own, with small groups of men on both sides fighting local battles in constant struggles for life and survival as well as for the little sections of land they were either protecting or trying to capture and secure. Hundreds of thousands of soldiers on both sides fought beyond all expected limits of human endurance under conditions that make the term "killing field" insufficient. Today the Battle of Verdun is considered by many military historians as the "greatest" and most demanding battle in history.

(Over)

By mid summer 1916, the French demanded a British attack to pull part of the German army from Verdun. Without a distraction such as a major attack by the British, the French army was very likely to lose the region around Verdun with Paris being the next target. Being a good ally, the British General Douglas Haig ordered a British advance that began the Battle of the Somme for reasons that even today are not certain. While the need to attack to take pressure off the French at Verdun was evident, the planning that went into this offensive was not well thought out and what was done was done poorly or with inadequate materials. Because of the use of heavy bombardment of the German lines, British officers told their troops that they would march with ease into the German trenches where they would find all the Germans dead.

The actual results were very different from the expectations. For instance, on the first day of the Battle of the Somme, July 1, 1916, of the 100,000 British who attacked, 20,000 were killed and over 40,000 were wounded to only 6,000 German dead. This day remains the single worst day in deaths and casualties in British military history. Many of the units were made up of men from the same community (or "Pals"), so that high death and casualty rates for a unit meant a large portion of men from that community were dead or wounded. For instance, 3,500 men from Manchester and over 5,000 from London died on July 1st within minutes of one another. Eventually this battle which did not change the front line trenches much at all involved over 2 million men along a 30 mile front and resulted in over 1 million casualties.

A year later, General Haig ordered another battle that become known as the Third Battle of Ypres (or "Passchendaele"). This battle began on July 31 and lasted to November 10, 1917. Once again General Haig failed to take advantage of massive destruction of German fortifications caused by nearly 1 million pounds of high explosives on June 7th. During the wettest summer in memory, the rains turned the land into mud fields which quickly and silently swallowed entire vehicles, horses and thousands of men, whether wounded, dead or alive. Men, vehicles and animals were seen slipping off the road and disappearing in seconds beneath the mud. Another danger brought by the rains were the filling up of the bomb craters, foxholes and trenches with water, drowning those too weak to escape, wounded or trapped.

By the end of the Battle of Passchendaele, the British forces, which included Canadians and others from throughout the Empire, defeated the Germans with a gain of only five miles and over 250,000 deaths and casualties. Still neither side was closer to defeating the other, especially on the battle field of the Western Front.

Throughout 1916 to mid 1918, the slaughter continued with no significant gains in territory by either side. However, with the results of the major battles of 1916 men on both sides questioned more openly and often the purposes of continuing the war. The reasons why they were fighting were no longer clear and with this doubt was added doubt about the abilities of their leaders. At the same time, their leaders planned more battles using many of the same strategies and even more destructive weapons. The leaders did not question that their men would continue to fight regardless of the conditions, results and the slaughter.

(Nest Page)

Questions:

1. What information in this reading would justify the use of the word "slaughter" to describe the results of the fighting on the battlefields?

2. What would be a good definition of a "killing field"? What information in this description would suggest that the battlefields were often "killing fields"?

3. The three battles described are considered by many to be the most memorable of the war. What are two facts about each battle that would make it a "memorable" one?

4. Given the way each battle was fought and the results of each, to what extent were the soldiers on both sides justified in asking why the war was continuing?

5. From the information in this description and the video, what words would accurately describe the battle conditions during any one of these three battles?

6. Imagine you were a soldier in one of these three armies during 1916 and 1917. Which of these three battles would you have most wanted to avoid?

7. Imagine you were a friend or relative of a soldier in this war. Imagine further that the army informed you that it could not find the body of this soldier in order to bury it. What impact might this news have on you? Where might you go to remember this soldier?

STUDENT RESOURCE 4-C
The Battle of Wirballen

Below is part of a newspaper account of a few minutes in one battle between the Germans and the Russians. The story is an example of the slaughter that took place along all the battlefronts of the war.

Karl H. von Wiegand, The United Press, October 8, 1914

The German officers moved along in the open behind the trenches encouraging and steadying their men, preparing them for the shock. Finally came the Russian order to advance.

At the word, hundreds of yards of the Russian fighting line leaped forward, deployed in open order, and came on. One, two, three, and in some places four and five successive skirmish lines, separated by intervals of from 20 to 50 yards, swept forward. ...

From the outset of the advance the German artillery, ignoring for the moment the Russian artillery actions, began shelling the onrushing mass with wonderfully timed shrapnel, which burst low above the advancing lines and tore sickening gaps.

But the Russian line never stopped. For the third time in two days they came tearing on, with no indication of have been affected by the terrible consequences of the two previous charges.

As a spectacle the whole thing was maddening. ...For the first time I sensed the intoxication of battle and learned the secret of the smiles on the faces of the battlefield's dead.

On came the Slav swarm–into the range of the German trenches, with wild yells and never a waver. ...The advance line thinned and the second line moved up. Nearer and nearer they swept toward the German positions.

And then came a new sight! A few seconds later came a new sound. First I saw a sudden, almost grotesque, melting of the advancing lines. It was different from anything that had taken place before.

The men literally went down like dominoes in a row. Those who kept their feet were hurled back as though by a terrible gust of wind. Almost in the second that I pondered, puzzled, the staccato rattle of machine guns reached us.

For the first time the advancing lines hesitated, apparently bewildered. Mounted officers dashed along the line urging the men forward. ...

The crucial period for the section of the charge on which I had riveted my attention probably lasted less than a minute. To my throbbing brain it seemed an hour.

Then, with the withering fire raking them, even as they faltered, the lines broke. Panic ensued. It was every man for himself. The entire Russian charge turned and went tearing back to cover and the shelter of the Russian trenches.

I swept the entire line of the Russian advance with my glasses. ...The dead were everywhere. They were not piled up, but were strewn over acres.

More horrible than the sight of the dead, though, were the other pictures brought up by the glasses. Squirming, tossing, writhing figures everywhere! The wounded!

(Over)

All who could stumble or crawl were working their way back toward their own lines or back to the friendly cover of hills or wooded spots.

But there appeared to be hundreds to whom was denied even this hope, hundreds doomed to lie there in the open, with wounds unwashed and undressed, suffering from thirst and hunger until the merciful shadows of darkness make possible their rescue.

(*Source:* Louis L. Snyder, ed. 1958. *Historic Documents of World War I.* Westport, CT: Greenwood Press. pp. 122-124.)

Questions

1. The word "slaughter" often describes what took place on the battlefields of the Great War. What other words describe what happened to the Russian troops in this battle?

2. The improvements to the American machine gun made it a very deadly weapon in this war. Based on the description in this news article, what impact did this weapon have on the movement of men on the battlefield?

3. Imagine that you are one of the Russian soldiers ordered to advance toward the German line. What are your thoughts and feelings just before you climb out of the trench?

4. Imagine that you are one of the German machine gunners. What are your thoughts and feelings as you watch the Russians advance across the field?

STUDENT RESOURCE 4-D
Casualty and Death Tables

One way to understand the violence and slaughter that occurred in the Great War is to examine the number of casualties and deaths. Exact figures are still in dispute, because of different definitions used for each category, the questionable accuracy of the recording systems used and the loss or destruction of a number of official documents. The data in the tables below reflect numbers from several sources and are consistent with most experts' current estimates.

Table 1. CASUALTIES IN THE GREAT WAR

Country	Total Mobilized Forces	Killed	Wounded	Prisoners and Missing	Total Casualties	Casualties as % of Forces
Allied and Associated Powers						
Russia	12,000,000	1,700,000	4,950,000	2,500,000	9,150,000	76.3
British Empire	8,904,467	908,371	2,090,212	191,652	3,190,235	35.8
France	8,410,000	1,357,800	4,266,000	537,000	6,160,800	73.3
Italy	5,615,000	650,000	947,000	600,000	2,197,000	39.1
United States	4,355,000	116,516	204,002	4,500	323,018	7.1
Japan	800,000	300	907	3	1,210	0.2
Romania	750,000	335,706	120,000	80,000	535,706	71.4
Serbia	707,343	45,000	133,148	152,958	331,106	46.8
Belgium	267,000	13,716	44,686	34,659	93,061	34.9
Greece	230,000	5,000	21,000	1,000	27,000	11.7
Portugal	100,000	7,222	13,751	12,318	33,291	33.3
Montenegro	50,000	3,000	10,000	7,000	20,000	40.0
TOTAL	*42,188,810*	*5,142,631*	*12,800,706*	*4,121,090*	*22,064,427*	*52.3*
Central Powers						
Germany	11,000,000	1,773,700	4,216,058	1,152,800	7,142,558	64.9
Austria-Hungary	7,800,000	1,200,000	3,620,000	2,200,000	7,020,000	90.0
Turkey	2,850,000	325,000	400,000	250,000	975,000	34.2
Bulgaria	1,200,000	87,500	152,390	27,029	266,919	22.2
TOTAL	*22,850,000*	*3,386,200*	*8,388,448*	*3,629,829*	*15,404,477*	*67.4*
GRAND TOTAL	65,038,810	8,528,831	21,189,154	7,750,919	37,468,904	57.5

(Over)

Table 2. U.S. CASUALTIES IN MAJOR WARS

War	Number Serving	Battle Deaths	Disease & Accidents	Wounded	Total Casualties
Revolutionary War	NA	4,435	NA	6,188	NA
War of 1812	286,730	2,260	NA	4,505	NA
Mexican War	78,718	1,733	11,550	4,152	17,435
Civil War	2,213,363	140,414	224,097	281,881	646,392
Spanish-American War	306,760	385	2,061	1,662	4,108
World War I	4,743,826	53,513	63,195	204,002	320,710 *
World War II	16,353,659	292,131	115,185	670,846	1,078,162
Korean War	5,764,143	33,651	NA	103,284	NA
Vietnam War	8,744,000	47,369	10,799	153,303	211,147
Persian Gulf War	467,539	148	145	467	760

NA = Not Available

**Does not include the number of soldiers missing in action*

Source: U. S. Department of Defense

Questions

1. How does the military define a casualty?

2. In each table, which figure is the most surprising?

3. How do these figures justify using the word "slaughter" to describe life and death on the battlefields of this war?

4. Imagine that you are writing a news article based on the data presented in these tables. What five pieces of information would you include?

5. Given that the U.S. army fought in the Great War for less than nine months, what do these figures reveal about America's contribution to the war effort?

STUDENT RESOURCE 4-E
Noteworthy Quotes: *SLAUGHTER*

War involves people, not just nations. These quotes will help you understand the thoughts and feelings of some of the people involved in the Great War. After watching the video, you should be able to interpret each quotation in the context of the person speaking and the situation in which the statement was made. *(Quotes marked with an asterisk are from the video.)*

> *"One eats, one drinks beside the dead, one sleeps in the midst of the dying, one laughs and one sings in the company of corpses."*
>
> Georges Duhamel
> French surgeon at Verdun, 1916

> *"Daddy, what did YOU do in the Great War?"*
>
> British recruitment poster

> *"Death is the only conqueror."*
>
> Friedrich Georg Steinbrecher
> British solder, November 1916

> *"Nothing is so trying as a continuous, terrific barrage such as we experienced, ...especially the intense English fire. ...Darkness alternates with light as bright as day. The earth trembles and shakes like jelly. And those men who are still in the front line hear nothing but the drum fire, the groaning of wounded comrades, the screaming of fallen horses, the wild beating of their own hearts, hour after hour, night after night."*
>
> Gerhard Gurtler
> German soldier at Passchendaele, August 10, 1917

> *"Lice, rats, barbed wire, fleas, shells, bombs, underground caves, corpses, blood, liquor, mice, cats, artillery, filth, bullets, mortars, fire, steel: that is what war is. It is the work of the devil."*
>
> Otto Dix, 1917*
> German machine gunner and artist

> *"There's death everywhere. At our feet, the wounded groan in a pool of blood. For hours these groans and supplications continue until they die before our eyes without anyone being able to help them."*
>
> Henri Desagneau*
> French soldier at Verdun, 1916

RESOURCE 5-A
Questions: *MUTINY*

MUTINY emphasizes a variety of ways that people in different nations–with different backgrounds and roles, and with different relationships to what was happening on the battlefields–tried to adjust to and cope with the conditions brought on by the war. Some individuals sought to escape the war by psychological and emotional means. Others challenged authority, went on strike, deserted and committed acts of mutiny or rebellion. This video cites examples of how people sought to cope with the effects of the war and to challenge the way the war was being fought.

These questions will help focus your attention during the video. Answering them will help you understand this era and what the people thought, felt and did.

1. What are five reasons that soldiers on the battlefield in 1917 might have questioned the continuation of the war and the way the war was being conducted?

2. What is "mutiny"? What are five reasons that someone might mutiny against those in authority?

3. What is "shell shock"? What are the effects of this condition on a person's psychological, physical and emotional abilities?

4. What battlefront conditions might lead a person to "break," to succumb to shell shock or battle fatigue?

5. What treatments were tried to "cure" soldiers of shell shock?

(Over)

PBS VIDEO.

6. How did people try to cope with "visits" from the dead?

7. What examples from the war literature capture the conditions, thoughts and feelings of the time–both of soldiers at the front and of people back home?

8. Identify at least four conditions in the military and on the battlefield that would lead soldiers to mutiny or desertion.

9. Why would the soldiers and civilians in two different nations, such as France and Russia, demand that their country conduct the war differently? Give at least five reasons.

10. What were the specific results of the 1917 mutinies in France and Russia?

11. What conditions led the Russian people and army to support revolution in 1917? Give at least five factors.

12. What events in Russia led to the abdication of Tsar Nicholas II and the seizure of power by the Bolsheviks?

STUDENT RESOURCE 5-B
Context and Overview of the Great War: *MUTINY*

The year 1917 was full of contrasts. On the one hand, both civilians and soldiers wanted to escape the war; on the other hand, people continued to show strong support for the war. Even after three years of fighting, the loss of millions of lives, the stalemate on the front lines, and the disruption of nearly every aspect of daily life, most people insisted on continuing the war effort to the bitter end. In fact; all the peace initiatives that were begun in 1917 were rejected.

What motivated civilians, government leaders, generals and soldiers to continue fighting? The traditional values that had emerged with the growth of nationalism during the 1800s had a strong influence: national honor and patriotism, duty to one's country and a sense of camaraderie.These values–along with hatred, revenge and expectations of victory–led the people to consent to the war efforts, even though their leaders' strategies were grossly inadequate and inappropriate.

From the beginning of the war, however, people sought ways of coping with the effects of the war. Many on the front lines "escaped" by injury, disease or death. Others escaped psychologically and emotionally, while still others deserted or mutinied. New illnesses were identified, and a variety of treatments were investigated. The ultimate goal of every treatment of every injury, illness or madness was to help the person return to the war zone to resume fighting.

In 1917, the front-line soldiers in the Russian and French armies grew disillusioned and apathetic; they began refusing to obey orders, retreating when commanded to advance; they deserted their units and engaged in open rebellion and mutiny. In Russia, the mutiny was triggered when women in Petrograd demonstrated against the lack of food and the suffering, which they attributed to the incompetence of the tsarist regime. The governments of both France and Russia tried to cope with the mutinies; in Russia, the events ultimately led to revolution.

(Over)

Questions

1. Why did civilians and soldiers continue to support the war? Give at least five reasons.

2. Why would the soldiers want to escape the battlefield? Give at least five reasons.

3. Imagine that you are a soldier on the front lines who wants to get away from that environment. What are five options for your escape? Which options are the most and least appealing to you?

4. Why would civilians who are miles away from the battlefront want to escape the war?

5. What would have to happen to motivate the majority of an army to mutiny?

6. What would have to happen to motivate a nation to rebel against its government?

STUDENT RESOURCE 5-C
Shell Shock

People escaped the Great War in a number of ways. One of the most destructive was a new form of disability among the soldiers, "shell shock." C.S. Myers introduced the term in 1915, possibly basing the name on the misconception that the illness resulted from a brain concussion caused by exploding shells. Other names for this condition were trench sickness, trench madness, traumatic neurosis, and combat or war neurosis. During World War II, it was called "battle fatigue"; the current clinical name for this conditions is "posttraumatic stress syndrome." War correspondent Philip Gibbs reported seeing a shell-shocked officer who "was convulsed with a dreadful rigor like a man in epilepsy, and clawed at his mouth, moaning horribly, with livid terror in his eyes. He had to be strapped to a stretcher before he could be carried away. He had been a tall and splendid man, this poor, terror-stricken lunatic."

A neurosis is a dysfunctional way of thinking, feeling and acting, generally characterized by behaviors that are rigid, repetitive and self defeating. Neurotic individuals vary in the degree to which they are careless, disassociated from their environment, disoriented, easily fatigued and ritualistic in their behaviors. Any one of these behaviors would be catastrophic on the battlefield. Early in the war, some physicians observed that the symptoms of shell shock were identical to certain hysterical disorders that resulted from such traumatic events as a mine collapse, train wreck or explosion at an industrial site.

Shell shock was brought about by the severe stress of prolonged exposure to the life-threatening conditions of combat and trench warfare. In reaction to the constant uncertainty and fear of a combat environment, men would suddenly snap in a nervous breakdown. Shell shock, or posttraumatic stress syndrome, essentially represented an escape from an intolerable, traumatic and destructive environment. It resulted from the individual's uncontrollable conscious or unconscious desire to escape the life-threatening environment. To be treated effectively, soldiers suffering from shell shock had to be removed from the battlefield, thus achieving their goal of escape.

The symptoms of shell shock varied from one individual to another in terms of severity and extent of physical disability, and there was no way to predict when a soldier would reach the breaking point or what would trigger it. Among soldiers, shell shock was eventually treated as a legitimate way of leaving the battlefield: These men were casualties of the war. Shell shock incapacitated tens of thousands of men of all ranks on both sides. Physicians on both sides reported that the number of shell-shocked soldiers decreased in 1918 as mobility on the battlefield increased.

Treatments for shell shock were experimental and included hypnosis, psychotherapy, electric shock therapy and drugs. The major objective of the treatments was to get the men back to the front as soon as possible.While many men partially recovered from the initial disabilities associated with this syndrome, very few ever attained full recovery and some committed suicide as the ultimate means of escape. Thousands of men did not show symptoms of shell shock until years after the war. In one veterans hospital in 1942, nearly 80 percent of the patients were diagnosed as having battle fatigue resulting from their experiences in the Great War.

Questions

1. Shell shock was not originally diagnosed as a mental illness, but as a reflection of the character and courage of a soldier. What were some of the nonmedical causes of shell shock?

(Over)

2. What is a neurosis? Why do psychologists and psychiatrists view shell shock as a form of neurosis?

3. Given what you know about the conditions on the battlefields during the Great War, would you expect shell shock to be a common or uncommon condition for men at the front?

4. How could shell shock be considered an example of mutiny?

5. What were some of the specific observable symptoms of shell shock?

6. Why might battle fatigue be a better name for this condition than shell shock?

7. Name at least five methods that were used to treat and cure shell-shocked soldiers. What was the primary purpose of all of these forms of treatment?

8. Imagine that you are on the battlefield in the Great War, encountering the violence, terror and horror found there. How susceptible might you be to battle fatigue?

9. How does what you saw on the video affect your understanding of the psychological and emotional effects of the Vietnam War or the Persian Gulf War on soldiers who fought there?

STUDENT RESOURCE 5-D
An Act of Wilful Defiance

The statement below was written and published during the Great War by Siegfried Sassoon, a British poet who had been wounded in the war and had received a medal for his actions on the western front.

> "I am making this statement as an act of wilful defiance of military authority, because I believe that the War is being deliberately prolonged by those who have the power to end it. I am a soldier, convinced that I am acting on behalf of soldiers. I believe that this War, upon which I have entered as a war of defense and liberation, has now become a war of aggression and conquest. I believe that the purposes for which I and my fellow-soldiers entered upon this War should have been so clearly stated as to have made it impossible for them to be changed without our knowledge, and that, had this been done, the objects which actuated us would now be attainable by negotiation.
>
> "I have seen and endured the sufferings of the troops, and I can no longer be a party to prolonging those sufferings for ends which I believe to be evil and unjust.
>
> "I am not protesting against the military conduct of the War, but against the political errors and insincerities for which the fighting men are being sacrificed.
>
> "On behalf of those who are suffering now, I make this protest against the deception which is being practiced on them. Also, I believe that it may help to destroy the callous complacence with which the majority of those at home regard the continuance of agonies which they do not share, and which they have not sufficient imagination to realize."
>
> (Source*: Siegfried Sassoon Diaries, 1915-1918*. Edited by Rupert Hart-Davis. London: Publisher needed, 1983. pp. 173-174.)

Questions

1. What was Sassoon's intent in publishing this statement?

2. Aside from his use of the word "protest," how do you know that this is a statement of protest?

3. Given what you know about the Great War, how accurate are Sassoon's claims and how justified is his protest?

(Over)

4. Against what specific group of individuals is Sassoon protesting? Why did he target them?

5. Do you think that other soldiers in the Allied army agreed with his position? Would soldiers in the German army have agreed?

6. Sassoon was sent to a war hospital for psychiatric treatment for writing this statement. To what extent does this statement sound like the writings of a "madman"?

7. Why would the army have sent Sassoon to a psychiatric hospital, rather than before a military court?

8. If you had been the Prime Minister of Great Britain and had read this statement in the newspaper, what actions would you have taken in reaction to Sassoon's words of protest?

9. Imagine that you are a soldier on the front lines who has read this statement. Write Sassoon a letter in response.

10. How does this statement reflect Sassoon's desire to rebel against the British government for continuing the war effort? against the civilians of Britain for continuing to support the war effort?

STUDENT RESOURCE 5-E
The Best Kept Secret of the War

In April 1917, after the disastrous assaults at Aisne by the French army, members of the French army challenged their officers and refused to advance against the Germans. Within days the mutiny swept across France. Eventually, nearly half the army refused to participate in any further war activities. Soldiers rioted, threw down their weapons, walked away from the front, deserted or replaced their officers. Others moved to the rear and refused to take orders or assembled in so drunken a condition that they could not fight.

General Nivelle, the man who had ordered the offensive assaults, refused to take responsibility for the slaughter of his troops. His replacement, General Philip Petain, had to correct the extremely low morale and quell the mutiny as quickly as possible, without letting the Germans know there was a problem. He acted swiftly, with a series of courts-martial; however, there were only 49 executions and fewer than 1,000 men were imprisoned. Petain traveled to more than 30 military camps, making speeches at each and listening to the soldiers' grievances. He quickly improved the quality of food, length and frequency of leaves, and working conditions of his soldiers. He made every effort to boost the confidence and morale of the soldiers and promised that French troops would no longer be sent into battles that were sure to cost large numbers of lives. He kept his promises: French troops did not again go on the offensive until late in the summer of 1918. For their part, the soldiers defended France from any further German advances.

Questions

1. What is a mutiny? Why would an army resort to mutiny?

2. Given the information on this battle, how justified was the mutiny of the French army?

3. Why didn't the mutiny occur earlier in the war?

(Over)

4. French factory workers went on strike at the same time as the army mutiny. Why might these workers have chosen to strike at the same time as the army?

5. How is mutiny a form of escape? a form of treason?

6. What is the usual punishment for mutiny? Given what you have studied, what might have been the worst action for Petain to have taken?

7. To what extent were General Petain's actions and decisions fair to the mutineers? How appropriate was his punishment of the mutineers?

8. If you had been a soldier in the French army in late April 1917, how would you describe what you saw on the battlefield? Would you have joined the mutiny? Give three reasons to justify your decision.

9. If you had been a soldier in the French army, how else could you have shown your dislike for what was occurring on the battlefield?

STUDENT RESOURCE 5-F
Noteworthy Quotes: MUTINY

War involves people, not just nations. These quotes will help you understand the thoughts and feelings of some of the people involved in the Great War. After watching the video, you should be able to interpret each quotation in the context of the person speaking and the situation in which the statement was made. *(Quotes marked with an asterisk are from the video.)*

"I found Russell trying to walk. His speech was slowly returning, a slow halting speech, full of stammers. But I doubt if he ever again became a fully fit man."

H. V. Shawyer, soldier*
Commenting on a fellow soldier
who was a shell-shock victim

"Many of the soldiers had to cope with images that wouldn't go away. ...These were not people who were disrespectful of the dead, they were living with the dead. ...One can imagine the possibility of becoming numb to such images, but those who couldn't turn off their feelings internalized them, brought [the images] home with them, dreamt about them, and went mad because of them."

Historian Jay Winter*

"We had read to us an order of the day of the great executioner, General Nivelle, saying among other absurdities that 'the hour of sacrifice has arrived. ...' No one was enthused by this lecture of patriotic gibberish."

Louis Barthas, French infantryman*
Diary entry after disastrous
French offensive, Spring 1917

"I am ready to go into the trenches, but we are doing like the [clothing workers]. We are going out on strike, everyone has really had enough."

Machine gunner
French 74th Infantry Regiment, April 1917

"The spirit of insubordination was growing in the soldiers' midst. The men were weary, terribly weary of the war. 'How long shall we continue this fighting?' and 'What are we fighting for?' were on the lips of everybody. ...It was the third winter, and there was no end in sight."

Maria Botchkareva, 1917*
Diary entry of a soldier in the Russian army

"The revolution found us, like the Foolish Virgins in the Gospel, fast asleep."

Sergei Mstislavskii*
Officer in tsarist Russian army reacting
to events in Petrograd, Spring 1917

(Over)

PBS VIDEO.

"The slowest people on earth had done the quickest thing in history."

Anonymous Russian describing the speed
with which the March revolution spread*

"Over. Oh no. It can't be over. Not enough blood has been shed."

Sergei Mstislavskii*
Officer in tsarist Russian Army reacting
to events in Petrograd, Spring 1917

"The miracle had happened! Tsarism, which enslaved us and thrived on the blood and marrow of the toiler, had fallen. There were tears of joy, embraces, dancing. It all seemed a dream, a wonderful dream."

Maria Botchkareva, 1917*
Diary entry of a soldier in the Russian Army

"Bread, Peace, Land."

Lenin's slogan used by the Bolsheviks
to gain support for their cause, June 1917*

STUDENT RESOURCE 6-A
Questions: *COLLAPSE*

This video describes a number of events, conditions and attitudes that contributed to the collapse of Germany's willingness to continue the war effort. It describes the U.S. war effort and some of the circumstances that lead to the armistice agreement that brought a cease-fire on November 11, 1918.

These questions will help focus your attention during the video. Answering them will help you understand the collapse of the German war effort and what the people thought, felt and did.

1. What are at least five specific conditions–both inside and outside Germany–that directly contributed to the collapse of the German war effort in 1917 and 1918?

2. Imagine that you are General Ludendorff in January 1917 and that you are considering ordering unrestricted submarine warfare for the third time. Given the war situation at the time, what would be at least two possible positive and negative effects for Germany of this decision?

3. What benefits had the U.S. received from the Great War before it entered into combat? Name at least four benefits.

4. How did President Wilson's ideas about war contribute to his reluctance to enter the Great War?

5. What were the contents of and circumstances surrounding the Zimmermann note? How did it contribute to the U.S. decision to enter the Great War in April 1917?

6. What policies and actions did the U.S. adopt to organize and mobilize the entire population to participate in the Great War?

(Over)

7. What does it mean to be "war mad"? What were specific examples in the U.S. of "war madness?"

8. What were the contradictions between the treatment of Blacks in the U.S. at this point in history and asking Black Americans to go to Europe to "make the world safe for democracy" and establish "a new world order"?

9. What impact did the presence and actions of the American soldiers have on the collapse of the German war effort?

10. Why did General Pershing order his officers to shoot large numbers of American soldiers? What did this order reveal about Pershing, his officers and his soldiers?

11. Why did the German navy mutiny in October 1918? Given at least three reasons.

12. Why did the mutiny of the German navy spread rapidly along the docks and into the major cities of Germany?

13. Why did the killing continue until the very minute of the cease-fire? Give at least four reasons.

STUDENT RESOURCE 6-B
Context and Overview of the Great War: *COLLAPSE*

When the armistice (or cease-fire) came on the 11th hour of the 11th day of the 11th month of 1918, people all over the world celebrated. In the war-torn nations, the celebration was tempered by the knowledge of what had been lost and what was needed to rebuild. For most nations, the task was to build something new, a "new world order" as some called it.

However, the war had not ended with a resounding defeat of the Germans on the battlefield. Rather, the end came after Germany's civilian support for the Kaiser, for the leadership of the army and for continuing the war effort collapsed in late October 1918. A new form of government and new set of leaders came to power at that time, withdrawing Germany from the war.

The collapse of the German war effort in October 1918 was a remarkable contrast to the strong military position that Germany had held just 10 months earlier. However, the success of the Allies in limiting the effectiveness of the U-boats, the arrival of over one million American soldiers along the western front, the disastrous German offensives in the spring and the effects of the naval blockade against the Central Powers all weakened Germany. Germany could not win the war, so it had no choice but to agree to an armistice and to negotiate terms at the conference table. Even so, Germans did not think that they had lost the war.

Because of the nature of total war and the depth of the hatred that had been created on both sides, the killing and violence continued up to the exact minute of the cease-fire. Along miles of the western front, the Allies fired their artillery until all their shells were gone. On that last morning alone, hundreds of thousands of shells and bullets were fired, when none needed to be. Total war required destruction and violence, even when such actions were neither necessary nor likely to alter the outcome.

The war against German civilians did not end with the cease-fire. The Allies continued a blockade for eight more months, resulting in mass starvation and death for the Germans and the other Central Powers. The decision to maintain the blockade reflected the determination of the Allied leaders–with the exception of President Wilson–to hold the German nation directly accountable for the war and all its destruction. In the days that followed the armistice, the world learned that it is often far easier to wage war than to build a lasting peace.

(Over)

Questions

1. If civilian support for a nation's military effort collapses, what will be the effect on the military effort?

2. What conditions are most likely to lead to the collapse of civilian support for an army?

3. What conditions are most likely to lead to the collapse of civilian support for the government leadership?

4. Germany claimed that its army was never defeated on the battlefield. If this is so, why did the Germans agree to an armistice?

5. Why did the Allies continue their blockade for months after the armistice?

STUDENT RESOURCE 6-C
The Zimmermann Note

To German Ambassador, Mexico City
Top Secret–Decipher Personally

Berlin, January 19, 1917

On the first of February we intend to begin submarine warfare unrestricted. In spite of this, it is our intention to endeavor to keep neutral the United States of America.

If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details of settlement are left to you.

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain that there will be an outbreak of war with the United States and suggest that the President of Mexico, on his own initiative, should communicate with Japan suggesting adherence at once to this plan; at the same time, offer to mediate between Germany and Japan.

Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

ZIMMERMANN

(Source: Congressional Record, March 1, 1917, Vol. LVI, pt. 1, pp. 680-681.)

Questions

1. Why did the Germans send this telegram? Give at least three reasons.

2. Imagine that you are President Wilson and have just read this telegram. What are your emotions? What are your first words to your advisors?

(Over)

3. Imagine that you live in Texas and have just read this telegram. What message would you send to President Wilson in reaction to its message?

4. The U.S. had failed to capture the Mexican bandit Pancho Villa, even though it had sent troops into Mexico looking for him. With this history in mind, how might Germany have evaluated the relative abilities of the Mexican and American armies?

5. Imagine that you are German foreign secretary Arthur von Zimmermann and have just been told that the British have decoded your telegram and that President Wilson has read it. What is your reaction to this news?

STUDENT RESOURCE 6-D
The American Espionage Act of 1918

The following is an excerpted version of Section 3 of this Act.

> Section 3. Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with the intent to interfere with the operation or success of the military or naval forces of the United States, or to promote the success of its enemies, or shall willfully make or convey false reports, or false statements,... or incite subordination, disloyalty, mutiny, or refusal of duty, in the military or naval forces of the United States, or shall wilfully obstruct ... the recruitment or enlistment service,... or shall willfully utter, print, write, or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States, or the Constitution of the United States, or the military or naval forces of the United States ... or shall wilfully display the flag of any foreign enemy, or shall willfully ... urge, incite, or advocate any curtailment of production ... or advocate, teach, defend, or suggest the doing of any of the acts or things in this chapter enumerated and whoever shall by word or act support or favor the cause of any country with which the United States is at war or by word or act oppose the cause of the United States therein, shall be punished by a fine of not more than $10,000 or imprisonment for not more than twenty years, or both.

(Source: *U.S. Statutes at Large, 1918.* Vol. 40:553. Washington, D.C.)

Questions

1. What are espionage and treason?

2. Why would a democratic nation pass a law like this? Give at least three reasons.

(Over)

3. How did this law limit the civil rights of Americans?

4. Given the strong desire of Americans to preserve the rights guaranteed by the U.S. Constitution, why would they have allowed these rights to be restricted in 1917-1918?

5. If it were passed today, how would most Americans react to this law?

6. Is the government of any democratic nation ever justified in passing such a law?

7. General Pershing had ordered all American soldiers who fled the battlefield during one September 1919 offensive to be shot. According to the American Espionage Act of 1918, if you protested Pershing's order, would your protest be viewed as an act of espionage or treason?

8. Are the penalties and punishments specified in the above law severe enough to deter someone from committing espionage against the U.S.? Would they have been sufficient in 1918?

STUDENT RESOURCE 6-E
Motivations for the American Entry into War

The list below includes important factors that led Americans to support the decision to declare war against the Central Powers in April 1917. These factors were often cited to justify our entry into the war. Throughout this war, Germany was viewed as America's primary enemy, and only a small amount of the pro-war debate and propaganda in the U.S. was aimed at Germany's allies.

- the pro-British sentiment of the northeast section of the nation, especially among members of the upper class who had strong traditional ties to Britain
- the anger of Americans at what Germany did to Belgium, especially to the civilian population of that nation
- the loss of American lives as a result of the U-boat attacks on ships traveling to Europe
- the loss, especially the economic loss, of American ships and cargo that were sunk by U-boats
- the image of the Germans as "Huns" –bloodthirsty barbarians, murderers of women and children and the devil incarnate
- the boom that war production brought to the American economy, which had been headed for a major slump until the war broke out in August 1914
- the Zimmermann note: American reactions to it and its implications for Germany's efforts to use America's neighbors to win the war
- the American insistence on the rights of neutral nations during times of international wars
- the American belief that nondemocratic governments are "bad" and that only democracies can serve the people and keep them out of wars
- the fears of Americans that the evil Germans might yet be able to gain a clear-cut victory in the land war
- the dislike Americans had for the arrogance of the Germans
- the desire of Americans to "make the world safe for democracy"
- the desire of Americans to win the war that would "end all wars"
- the desire to make sure that the Allied nations, which had borrowed billions of dollars from American bankers, did not lose the war and become unable to repay those loans
- the American acceptance of the propaganda by the British portraying the Germans as being against all that was moral, decent and humane and depicting the British as fighting for human decency

(Over)

Questions

1. Define the phrase "new world order."

2. Define the phrase "make the world safe for democracy."

3. Why did the American government want to the protect the "rights of neutral nations to use the seas during war"?

4. Which three of the above factors do you think are the most important reasons for the Americans to have entered the Great War? the least important?

5. Which of these factors surprise you the most?

6. Which of these factors should never have been used to justify U.S. involvement in the Great War?

7. Which of these factors are worth dying for? killing someone for?

STUDENT RESOURCE 6-F
Noteworthy Quotes: *COLLAPSE*

War involves people, not just nations. These quotes will help you understand the thoughts and feelings of some of the people involved in the Great War. After watching the video, you should be able to interpret each quotation in the context of the person speaking and the situation in which the statement was made. *(Quotes marked with an asterisk are from the video.)*

> *"It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for things which we have always carried nearest to our hearts. ...The world must be made safe for democracy."*
>
> President Woodrow Wilson, April 2, 1917*

> *"Let us, while this war lasts, forget our special grievances and close ranks. Out of this war will rise an American Negro, with the right to vote and the right to work and the right to live without insult. These things may not and will not come at once, but they are written in the stars."*
>
> W.E.B. DuBois, 1917*
> Black American leader

> *"The feeling towards the Kaiser is steadily diminishing in loyalty and respect. ...The same people who greeted him so warmly a short time ago with 'Ave, Caesar,' are now ...proclaiming, 'Down with the Kaiser.'"*
>
> Princess Blucher, 1917*
> British wife of a German Count

> *"Our machine gunners had the day of their lives. They all agree that it was simply murder. [The bodies] piled and piled up. ...Fritz's casualties must be enormous."*
>
> Cyril Lawrence, Spring 1918*
> Australian reporting on the results of the
> German mass assaults against Allied trenches

> *"Think of what it was they [members of Congress] were applauding. My message of today was a message of death for our young men. How strange it seems to applaud that."*
>
> President Woodrow Wilson, April 2, 1917
> Comments made moments after Congress
> approved his request to declare war on Germany

(Over)

"It is not an army that we must shape and train for war. It is a nation."

President Woodrow Wilson, 1917
Statement made after he asked Congress to declare war

"Lafayette, we are here."

American Colonel Charles E. Stanton, July 4, 1917
Comment standing before the tomb of Lafayette

"Whole American units ...[were] mowed down literally, falling in place as if they were cornstalks, cut by a single scythe in the field."

Historian David Kennedy*

"I have learned to hate and despise authority more than anything else in the world. I would feel proud to be a German if I had been treated as a human being during my five years of service, rather than as an animal."

German seaman Richard Stumpf, 1918*
Diary entry of a sailor describing life
in the German Navy during the war

"It is a pitiful sight to watch the death-throes of a great nation. It reminds me of a great ship slowly sinking before one's eyes, and being swallowed up by storm-driven waves."

Princess Blucher, 1917*
British wife of a German count

STUDENT RESOURCE 7-A
Questions: *HATRED AND HUNGER*

This video describes a number of events, conditions and attitudes that contributed to starvation, suffering, illness and deaths of millions of people in Germany and territories of her former allies as well as in Russia during the later months of the war - and months after the cease fire. These conditions and deaths were largely the direct result of the continued naval blockade against these nations. It describes a sample of the events, attitudes and ideas that shaped the final peace treaty between the warring nations. Germany's negative reaction to the terms of the peace treaty are also revealed.

These questions will help focus your attention during the video. The answers will generate thoughts and feelings that are critical to comprehending this era and what the people thought, felt and did.

1. What is the definition of "hunger?" What specific evidence is there that severe levels of hunger existed after the war in Germany, Austria and Russia.

2. What would be three reasons why many people in Europe after the war expected positive changes in the political relationships and power in their countries?

3. What are at least three reasons why so many people after the war did not think they or the rest of the world could to back to the way it had been before the war?

4. What would have motivated the Bolsheviks during 1918 to treat Nicholas and the Royal Family in the way they were treated?

5. What were the most important reasons why Tsar Nicholas II and his family were assassinated at the moment and in the place where they were?

6. What did the death of the Tsar and his family symbolize or the Russian people and their efforts to establish a new government for themselves?

(Over)

PBS VIDEO.

7. What are at least three reasons why soldiers in the French, British and Americans armies landed in Russia in 1919 and fought the Bolsheviks?

8. Kaiser Wilhelm II abdicated his throne and left Germany in November 1918. What is an accurate description of the political, social and economic conditions in the Germany that he left behind?

9. What are the major characteristics of the DADA Movement? What were the major reasons why this Movement emerged in Europe during this war?

10. What were the initial reactions of the people of Europe to President Woodrow Wilson and his ideas? In what ways were their later reactions to him and his ideas similar and different from their original reactions?

11. For what reasons might Historian Jay Winter have claimed that the peace conference was like a "grand bazaar"?

12. What factors might have caused the Allies to continue their blockade of their war enemies and Russia beyond the November 11 cease fire?

13. What words would accurately describe the political, social and economic situation in Russia during their Civil War?

14. What were the major reasons why Germany did not like and would not accept the terms of the peace treaty?

STUDENT RESOURCE 7-B
Context and Overview of the Great War: *HATRED AND HUNGER*

The most momentous event of 1918 was the cease-fire that began on November 11th. The celebrations lasted for days in some cities around the world. For many the war was over and all the hostilities and the reasons for these hostilities were things of the past. However, for others, especially the leaders of France, Italy and Britain, the fighting was over but the reasons and emotions behind their fighting was far from being things of the past. They were present things as well. Except for President Wilson of the United States, the victors entered the negotiations with hatred and revenge on their minds, and made sure these were carried out it the final terms.

In the months that followed the armistice, people in the defeated nations continued to starve, to die and to suffer because the Allies would not lift their naval blockade to allow food and supplies to get to them. The hatred and desire for revenge and punishment continued, against the civilian populations of the defeated nations. There was no mercy shown by the British and French governments for these civilians – and very little effort was made by the civilians in France or Britain to change their governments' policies. Total war does not end abruptly. The intense emotions that drive a nation to destroy its enemies do not disappear with the stroke of a pen on a cease fire or peace treaty agreement.

In the end, the Treaty of Versailles did little to resolve the issues that would have brought a just, lasting and real peace to Europe and the rest of the world. The Germans were humiliated into accepting blame for the war, and grew in their resentment towards the victors. One good thing occurred with the signatures on the treaty, the navy blockade ended. As best they could, the victors as well as the defeated after June 28, 1919 could now officially go about the task of living in a new world that was decidedly separate in many areas from the world that had existed just five years earlier.

Meanwhile, during the year 1919, the Civil War in Russia continued and with it more than 8 million deaths and an unknown number of civilian and military casualties. The British and French hated and feared the Bolsheviks, and sent soldiers to fight the Bolsheviks. American soldiers landed on Russian soil with the British and French soldiers. They departed after a short time, but not before both sides suffered casualties.

This war, like most wars before it, was lost not on the battlefields but at the peace conference.

The world could not return to the way it was - to what was "normal." Four empires had disappeared, a new menace labeled "Bolshevism" arose, and millions of people tasted the ideas and feelings associated with nationalism, national self-determination and democracy. The peace that followed the war was not one that was likely to last for a long period. The efforts to adjust to the war and what people experienced during and after the Great War would dominate decisions in every area for the rest of the century. And, for millions the war continued.

(Over)

Questions

1. What two emotions strongly influenced the decisions and actions of the Allies after the cease fire?

2. What would have lead the Allies to continue the naval blockade against the defeated nations after the cease fire?

3. Is it ever possible to end a war merely by stopping the fighting on the battlefield?

4. To what extent were the Allies justified in punishing the civilian population of their former enemies through the use of the naval blockade?

5. Suppose you were a civilian in Germany and had to cope with the effects of this blockade after the cease fire. What feelings would you have toward the Allies?

6. What are the reasons why one could claim that the war did not end with the cease fire and the peace treaty?

STUDENT RESOURCE 7-C
The Paris Peace Conference: Different Hopes and Expectations

Georges Clemenceau, French Prime Minister

The National Archives

If asked what he wanted, he might have said "The French people want revenge for what Germany did to them in 1871 and continued to do in Alsace and Lorraine until the armistice. On behalf of the French people, I want the world to recognize Germany as the sole cause of this war and all its destruction, death and suffering. Furthermore I will not rest until the Germans publicly declare the war was their fault and their fault alone. I want Germany to pay for all the damages that were done to our property and land during the entire war. This payment will help us financially. We also want national security and freedom from any possible future invasion from the Germans. Therefore we demand that Germany be weakened so that she will never again become a major military force in Europe. Therefore, Germany must be stripped of her army and navy. I want the former French provinces of Alsace and Lorraine returned to France. Germany must be stripped of her overseas colonies and all lands gained via conquests on the Eastern Front and through the Treaty of Brest-Litovsk with Russia. These acts will decrease Germany's population and access to raw materials for her economy and military. To help France rebuild her economy and help protect our borders, I want France to be given the Rhine valley area of Germany without having to pay the Germans for it. If this is not possible, then the Rhine Valley must be a buffer zone occupied by a neutral power. The world must realize that the German personality is such that they only will dictated terms because to them compromise, conciliation and negotiation are admissions of weakness of personal and national character which they find intolerable."

Woodrow Wilson, President of the United States of America

If asked what he wanted, he might have said "We fought his war against the leaders of the governments of the defeated nations, not against the people. I did not come here to punish Germany or any of our enemies in this war. I did not come here to save or rebuild France or England. I came here to redeem the world and make it a fit place for free men like ourselves to live in. My primary aim is to ensure peace without victory. We need to do what is right and thereby create a lasting peace. We should reduce if not eliminate the colonial system of the European nations. We must provide for the self-determination of all people to participate fully and democratically in a government of their choosing. My Fourteen Points offer the best chance of bringing and ensuring the just and lasting peace we all desire. We must not punish Germany just for the sake of punishment. Let us be conciliatory rather than be revengeful."

Lloyd George, British Prime Minister

If asked what he wanted, he might have said "Making Germany pay a huge sum for the damage done during the war will be hard to collect. Furthermore, the Germans would not willingly pay a huge sum in full. She has a strong economic base that was not damaged much by the war effort. If we can get an admission of guilt and responsibility on the part of the Germans, that is okay. If we can get Germany to pay for some of the damage that is great. Britain wants to make sure that (a) the German Navy is never again able to challenge

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Britain on the seas, (b) the colonies of Germany are taken away from her, and (c) Germany's army will not be large enough to bring about a future war on the mainland of Europe. We cannot accept a provision that guarantees absolute freedom of the seas during a war in which are a part. Besides, this guarantee would take away the power of a naval blockade.

Furthermore I do not want to weaken Germany so much that France becomes the dominant and sole military power in Europe. Because we fear the Bolsheviks who now control Russia, a weak Germany might lead to a Russian invasion of all the nations of Western Europe, leaving France and Britain to fight Russia. Besides all this, I have an election to win back home."

Vittorio Orlando, Italian Prime Minister

If asked what he wanted, he might have said "I want Italy to be rewarded for our participation in this war, to receive recognition for her having contributed to the Allied victory on the battlefield, and to be able to expand her territories, especially in the region of the Aegean Sea. Most importantly I want Italy to be accepted as being a major power among the nations of Europe."

German leaders and people

If asked what they wanted, they might have said "We originally wanted a cease fire and to negotiate a peace agreement afterwards. With the assurances from President Wilson that the treaty would closely follow the provisions of the Fourteen Points and would not give either side an immediate advantage over the other, we willingly agreed to the armistice to end this war. Remember, our armies were not defeated on the battlefield. We accept the losses and break-up of our ally, Austria-Hungary. Kaiser Wilhelm II was forced by our people to give up his crown. We have already given up our territorial gains in the East. We resent having to negotiate under duress as the Allies are still blockading our borders. Our people are starving in their homes and in the streets of every town and city in Germany. Thousands did not survive the winter and spring and many thousands more are near death. We should not be expected to pay any nation for damages due to the war. We should not have to give up any of our overseas colonies or be forced to give France or any nation part of our coal reserves in the Rhine Valley. We are not to blame for starting this war and should not be required to accept full and sole blame for all the destruction, suffering and deaths. We acted because of the threat of an invasion by the Russians who mobilized before we did."

Questions

1. What were the major desires of each of these leaders?

2. In what areas were the Allied leaders in agreement?

(Next Page)

3. In what areas did the Allied leaders differ?

4. At the peace conference, which two leaders had the most overlap in their desires and expectations?

5. At the peace conference, which two leaders had the greatest difference between their desires and expectations?

6. Suppose you were the representative of Germany and you had read these comments about the four leaders of the Allies. Given this information, what terms would you expect to be included in the peace treaty?

7. Given the above information, what assessment would the Germans like have about the attitudes of the Allies towards Germany?

STUDENT RESOURCE 7-D
A Confession of Guilt Would be a Lie

The information below are excerpts from two speeches made by one of the officials of the German government during the negotiations for a peace treaty in the Spring and Summer, 1919. Study it carefully to comprehend the view that many Germans held at this time and for decades after the Great War.

> Gentlemen:
>
> We are deeply impressed with the sublime task which has brought us together to give a durable peace to the world. We are under no illusion as to the extent of our defeat... We know the power of German arms is broken. We know the strength of the hatred which we encounter here, and we have heard the passionate demand that the victors should force us to pay as vanquished, and at the same time should punish us as guilty.
>
> It is demanded of us that we shall confess ourselves to be alone guilty of the war. Such a confession from my lips would be a lie. We are far from declining all responsibility for the fact that this great World War took place,... we energetically deny that Germany and its people, who were convinced that they fought a war of defense, were alone guilty.
>
> No one would ... assert that the disaster began only at that disastrous moment when the successor of Austria-Hungary fell a victim to murderous hands. In the last fifty years, the imperialism of all European states has chronically poisoned international relations. Policies of retaliation, policies of expansion, and disregard for the rights of peoples to determine their own destiny have contributed to the European malady which came to a crisis in the World War. The mobilization o Russia deprived statesmen of the opportunity of curing the disease, and placed the issue in the hands of the military powers.
>
> ... even in the manner of conducting the war, Germany is not the only guilty one. Every European nation knows of deeds and of people whom their own countrymen remember only with regret... when we are asked for reparation, the armistice must not be forgotten. It was six weeks before we obtained it; it was six months before we knew your terms of peace. Crimes in war may not be excusable, but they are committed in struggle for victory, and in defense of national existence, and under the influence of passions which deadens the conscience of peoples. The hundreds of thousands of non-combatants who have perished since the 11th of November by reason of the blockade, were killed with cold deliberation after our adversaries had conquered and victory had been assured them. Think of that when you speak of guilt and of punishment.
>
> The measure of guilt of all participants can be fixed only by an impartial inquiry. ...We have demanded such an inquiry..."

Excerpts from an address of Count Brockdorff-Rantzau, May 7, 1919
President, German Delegation to the Paris Peace Conference

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Mr. President

In the draft of a peace treaty submitted to the German Delegates, Part VIII, concerning reparation, begins with Article 231, which reads as follows:

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

The German people did not will the war and would never have undertaken a war of aggression. They have always remained convinced that this war was for them a defensive war.

Nor do the German delegates share the views of the Allied and Associated Governments in regard to the origin of the war. They are unable to consider the former German Government as the party solely or chiefly responsible for this war. The draft treaty of peace... contains no facts in support of this view...

Excerpts from an address of Count Brockdorff-Rantzau, May 13, 1919

(Both of the above are from *German White Book Concerning the Responsibility of the Authors of the War*, Translated by the Carnegie Endowment for International Peace (1924). New York: Oxford University Press)

Questions

1. What are five of the most important ideas that Count Brockdorff-Rantzau makes in these statements?

2. From his comments, what is Germany's position regarding who should be held responsible for starting the Great War?

3. From his comments, what is Germany's position as to the amount of responsibility Germany should bear for starting the war?

(Next Page)

4. If you were the leader of one of the Allied nations, what impact would these statements have on your decision concerning who should be blamed for starting the war?

5. Suppose you were a German civilian and had read this statement. To what extent would you agree with the Count's ideas?

6. Which of the ideas in this statements would you support as being probably true and accurate? Which ones would you reject as probably being incorrect or untrue?

7. Given these statements, if you were the leader of Britain, would you continue the naval blockade against the Germans?

STUDENT RESOURCE 7-E
People Are Dying Like Flies

Report from Vienna:

It is my deliberate opinion that as a doctor that unless food is sent to Vienna immediately, at least 200,000 people out of a total of 2,500,000 will die as soon as the cold weather sets in. Vienna is not on the verge of starvation, but actually starving, and people are dying like flies. ...I have never witnessed such sights as these ...Food had begun to be sent in by the Allies; but not enough, and since the blockade is still maintained, and as Austria could purchase neither food nor raw materials for herself, the state of the population became terrible. Cabbages and turnips became the main staples. The milk ration, even for infants. Was about a teacup. The mortality was appalling, and there was no wood left for coffins. Boxes served as coffins for the children (thirty or forty were dying per day in one institution); but grown-up bodies had to be buried in mass graves, the bodies one over the other, with a layer of earth and lime in between. Under blockade conditions, too, no linen could be spared for graveclothes. The dead were wrapped in paper and carried out of town by night.

Report from Orenburg, Russia:

"Conditions...are almost beyond description. Poverty, malnutrition, and starvation are evident everywhere; the dead seen lying on the streets of the city and on the roads leading into town soon become prey to dogs and birds. ...[In] one of the worst institutions,...starving, sick, and dying are crowded together upon the floors, fifty to one hundred in a room. There are no toilet facilities and no bathing accommodations except for a cold spigot in the court. The government ration consists of a quarter pound of bread and some hot water daily. The dead–we saw as many as three in a single room lying with the living–are carried out and piled naked together to be transported later to the cemetery where great pits...are dugæ

[Furthermore] cannibalism reported and authenticated. Bodies too numerous to bury and which had died of typhus and other diseases were piled in heaps in buildings, were stolen, and the flesh boiled for food. The punishment meted to offenders was to imprison them until they died of starvation....Lawlessness, robberies, and murders are extremely common and it is not safe to venture out upon the streets at night. ..."

These quotes excerpted from Joseph Carter (1968). *1918: Year of Crisis, Year of Change.* Englewood Cliffs, NJ. Pages 29-33. [No exact reference to the original sources are included in this book.]

(Over)

Questions

1. What do these statements say about the living conditions of the people in Germany, Austria and Russia after the cease-fire?

2. To what extent were the Allies justified in causing these conditions in the first place?

3. To what extent were the Allies justified in continuing conditions such as these after the cease-fire?

4. What are your reasons for claiming the Allies were justified in continuing the blockade and these effects?

5. In what ways did the hatred of the Allies affect a generation of civilians who were not even born when the Great War was being fought?

6. Is this level of starvation and desperation among civilians ever justified?

7. Suppose you were President Wilson in January 1919, what would you have done to stop the starvation, suffering and dying among the civilian populations of the defeated nations?

STUDENT RESOURCE 7-F
Managing Without the Kaiser

This sheet provides specific information about the efforts of the Germans to form a new government after the abdication of the Kaiser. These details reveal that moving from a semi-autocratic monarchy to a democratic-republican form of government was not an easy task in spite of popular support for the idea.

The abdication of Wilhelm II, the refusal to accept his son as the next monarch and to accept any monarchy, and the need to establish a republican form of government created major problems for the Germans after November 9, 1918. On top of this, the Germans were forced to deal with the results of the naval blockade, her surrender to the Allies and finalizing the treaty that would end the war.

The new government, the Weimar Republic, was under the leadership of the Social Democratic Party. This party before the war was the largest, strongest and most active pro-worker group in the world. Unfortunately, its leaders expected the old world order to return with the same relationships among worker and owners as before. They expected to continue to represent the workers against the owners and a government that was pro-business. Instead they found a party that had merged with the owners during the war and that a workers' revolution in Germany in 1919 made no sense. So rather than start a revolution to bring in the world order of Socialism, the leaders of the party suppressed the rioters, protesters and rebels who sought to restore the monarch or bring about a Socialist or Communist revolution.

The new government, led by Friedrich Ebert, established some immediate policies and promised a democratic form of government as soon as that could be arranged. The Communists attacked a number of major buildings in Berlin, the capital city, and elsewhere. The forces loyal to the new government counterattacked with ruthless and immediate vengeance. The main leaders of the Communists were killed without trial. Everywhere Communists were rounded up and killed, especially those who participated openly in riots, demonstrations, and take-over attempts. One government solder wrote: "No pardon [of the Communists] is given. We shoot even the wounded. The enthusiasm is great, almost unbelievable."

The general democratic election was held on January 19, 1919. The new constitution was adopted on July 31 of the same year. One obstacle to making the new government work was getting a wide variety of groups who had very different notions of how to run and rebuild the nation. At the same time this government had to end the war by means of the treaty-making process. Probably the most important obstacle was that the people were used to a strong monarchy, an elite, a strong military that could secure Germany's borders and defend her against all enemies, and the memories of the glory and prestige of pre-War Germany rather than the alien ideas of a democracy, republic and equality. The republic was perceived by many as being directly responsible for undermining the military in the last weeks of the war, for the Kaiser's abdication and the end of the traditional ways Germany had been governed, and for Germany losing the war. Given these perceptions, for what reasons would one want to be loyal to such a government. To accept the Treaty of Versailles would have doomed the republic and those officials who led the new government. In the end, the democracies that won the war excluded Germany from participating democratically in the treaty-making process and in the League of Nations that followed.

(Over)

Questions

1. What is the definition of a "republic?" For what reasons would the people of a nation want a republic as its form of government?

2. What are the strengths of a republic form of government? What are its weaknesses?

3. What is the form of government that exists in the United States?

4. What are the reasons why it would be difficult to form a republic form of government in a nation that had just overthrown its monarch?

5. Given that the Germans tried to form this government at the end of a very costly war, what additional problems did the Germans have in setting up this government?

6. What were the reasons why representatives of the new German government did not want to sign the Treaty of Versailles?

7. Given the above information, was Hitler correct when he said that the Germans lost the Great War because she was "stabbed in the back?" If he was correct, then what person or group did the "stabbing?"

STUDENT RESOURCE 7-G
Noteworthy Quotes

War involves people, not just nations. These quotes will help you understand the thoughts and feelings of some of the people involved in the Great War. After watching the video, you should be able to interpret each quotation in the context of the person speaking and the situation in which the statement was made. *(Quotes marked with an asterisk are from the video.)*

"We did not go to war for ideals, we joined the Allies in order to get control of the Adriatic [Sea]!"

Italy's Vittorio Orlando, 1919*
Italy's leader at the peace conference

"It is easier to make war than to make peace."

Georges Clemenceau
French Prime Minister at the Peace Conference

"This is not peace. It is an armistice for twenty years."

Marshal Ferdinand Foch, June 28, 1919
French Commander of the Allied Armies
during the Great War

"We live on hopes, expectations, and promises."

Anna Eisenmenger, Spring, 1919*
A widow in post-war Austria

"I am not afraid of death, but I am so afraid of what they will do to us here."

Heir to the Throne, Alexei Romanov, 1918*
Comment to his mother during
imprisonment of Royal Family in Siberia

"In view of the fact that your relatives are continuing their attack on Soviet Russia, the . . . Executive Committee has decided to execute you."

Iakov Iurovsky, July 1918*
Report of executioner of Tsar Nicholas II
and the royal household

"Clemenceau, Lloyd George and President Wilson have pulled up armchairs and crouch low over the map. . . . It is appalling that these ignorant and irresponsible men should be cutting Asia Minor to bits as if they were dividing a cake. . . . During the afternoon there is the final revision of the frontiers of Austria . . . . Hungary is partitioned - indolently, irresponsibly partitioned. . . . Then the Yugoslav Frontier. Then tea and macaroons."

Harold Nicolson, Spring, 1919*
British Diplomat at the Paris Peace Conference.

PBS VIDEO.

STUDENT RESOURCE 8-A
Questions: *WAR WITHOUT END*

People had a variety of feelings, thoughts and attitudes in response to the Great War, and they had different ways of coping with the war and its aftermath after the cease-fire. Even after the war, people continued to be haunted by it and had to adjust to its impact on their lives. This video weaves together two major themes: The Great War did not end with the cease-fire and peace treaty, and survivors and historians of this war continue to try understand all the killing, violence, destruction and horror.

These questions will help focus your attention during the video. Answering them will help you understand this era and what the people thought, felt and did.

1. Why was the Great War fought? Give at least five reasons, and identify the individuals and groups that proposed or accepted each of these reasons.

2. What steps did President Woodrow Wilson take to persuade the U.S. Senate to ratify the Treaty of Versailles and the League of Nations? Why did he think this was so important?

3. Why do some historians claim that President Wilson was himself a "victim of the Great War"? Give at least two reasons.

4. What are some of the memories that the men who fought in the front lines of this war might have had about their experiences? about those who fought alongside them? about those who were far removed from the battlefield?

5. How did people seek to remember the Great War and those who were casualties of the war? Give at least five activities.

6. Why did people visit the grave sites and cemeteries after the war? Give at least three reasons.

(Over)

PBS VIDEO.

7. Who were the "men with broken faces"? Why were they often referred to as "gargoyles"?

8. What meanings have different people given to the killing, horror and destruction of the Great War?

9. How and why did many people carry their Great War experiences to the grave?

10. What characteristics of the art that followed the war reflected the artists' war experiences?

11. Reflecting on what you know about the experiences of the men on the battlefield and of the civilians who became military targets, how do you feel about the Great War?

12. How did the poetry and writings of such people as Siegfried Sassoon reflect the thoughts, feelings and attitudes of many of the men who fought on the front lines of the Great War?

13. Why do people today know and care so little about the Great War and its impact on postwar life?

14. Given what you know about the Great War and its effects, why should people today know and care more about the war?

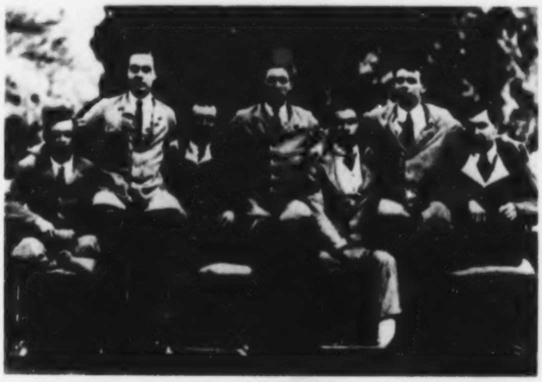
STUDENT RESOURCE 8-B
Context and Overview of the Great War: *WAR WITHOUT END*

A war rarely ends with the official cease-fire and peace treaty. While these events may end the actual fighting, the feelings, thoughts and attitudes of participants in the war generally remain. Participation in a war alters a person's perspective and involves experiences and feelings that cannot easily be forgotten with a truce. Tens of millions of people—both civilians and military personnel—in dozens of nations and colonies around the world carried their personal war experiences and losses to their graves.

The experiences and losses on the battlefields of the Great War were unlike those encountered in any previous war. No previous war came close to the totality of this war, affecting so many nations and people. No previous war involved so many casualties among both military personnel and civilians.

The memories and experiences of the war did not go away; the feelings and attitudes associated with the war did not go away. For example, the anti-Semitic attitudes that arose in the last days of the war among many Germans intensified after the armistice, leading to the horrors of World War II, just 15 years later.

The Great War changed the face of the world, shaping many of the characteristics of the 20th century. More than any other single event, the war ensured that machines would dominate human activity and that people would design, build and use machines to accomplish their goals. During this war, people realized that the technology required to build and use machines that improved human living conditions could quickly and purposefully be diverted to build machines of unparalleled brutality and destruction. People now had machines capable of causing massive destruction, terror and death.


The Imperial War Museum

People in the combatant nations realized that the world of 1918 was very different from the world before 1914. New leaders, new ideas, new nations, new alliances and new social movements had emerged, as had new movements in art and literature. Historian Jay Winter claims that the Great War was "the most important and far-reaching political and military event of the century ... [and] the most important imaginative event." But the people also knew that "something terrible, something overwhelming, something irreversible had happened."

After the Great War, violence, terror and brutality by one group against another were accepted, and even expected, in time of war. The attitudes that permitted these acts during the war were kept alive. Similar acts are now commonly practiced, even outside the confines of war, and many groups justify such means to attain their goals.

After the war, tens of millions of people—both in and out of the military—in every combatant nation sought to cope with the war and its aftermath. Millions tried to forget the war, while millions of others were determined to remember the war and built monuments, cemeteries, and other memorials to those who fought and died. Remembrance of

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individuals was often difficult, because over half of the nine million soldiers who died did not have an identifiable grave site. In some nations, spiritualism became a popular way to communicate with the dead and to complete the ritual of final separation, a function that funerals serve in peacetime.

People remembered the war in different ways, and what they remembered also varied. While some remembered their loved ones, others—such as Adolf Hitler—remembered that the German nation had been betrayed. Hitler and other Germans could not rest until the betrayers were punished. In one sense, the Great War would not end until this punishment had been delivered. Thus, the seeds of World War II were sown in the latter part of the Great War and in the peace treaty that followed.

Not all the physical reminders of the Great War were of marble, granite and wood. There were physical deformities caused by the weapons of the battlefields. Among the worst cases were the "men with broken faces," men so badly disfigured that they were referred to as "gargoyles." Poems, stories and paintings were other means of remembrance. Writers and artists who had fought in the trenches used their creative talents to remind the world of what it was like and to encourage people not to forget the horrors of the war.

Long after the war, people continued seeking acceptable reasons or justifications for the war and its devastation. Millions of people went to the grave burdened by the unanswered question, "What did it all mean?" Even today, historians, descendants of those who lived during the Great War and the few remaining survivors disagree about what and who caused the war and why it was fought.

Many survivors of the Great War feared that it was being forgotten too quickly. They feared that no one who had not experienced it firsthand would remember the war, its horrors and those who suffered and died during it.

Questions

1. What do historians mean when they say that the Great War "normalized collective violence"?

2. What impact did the Great War have on life in the rest of the 20th century?

3. How is it true that a war does not end with a cease-fire and treaty? Give at least three reasons.

4. How do a cease-fire and treaty end a war?

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5. Why do people build and visit memorials and cemeteries after a war?

6. Poems and stories can help keep people's memories of certain events alive. Which would make the greater impression on people's memories, poems or stories? Explain your answer.

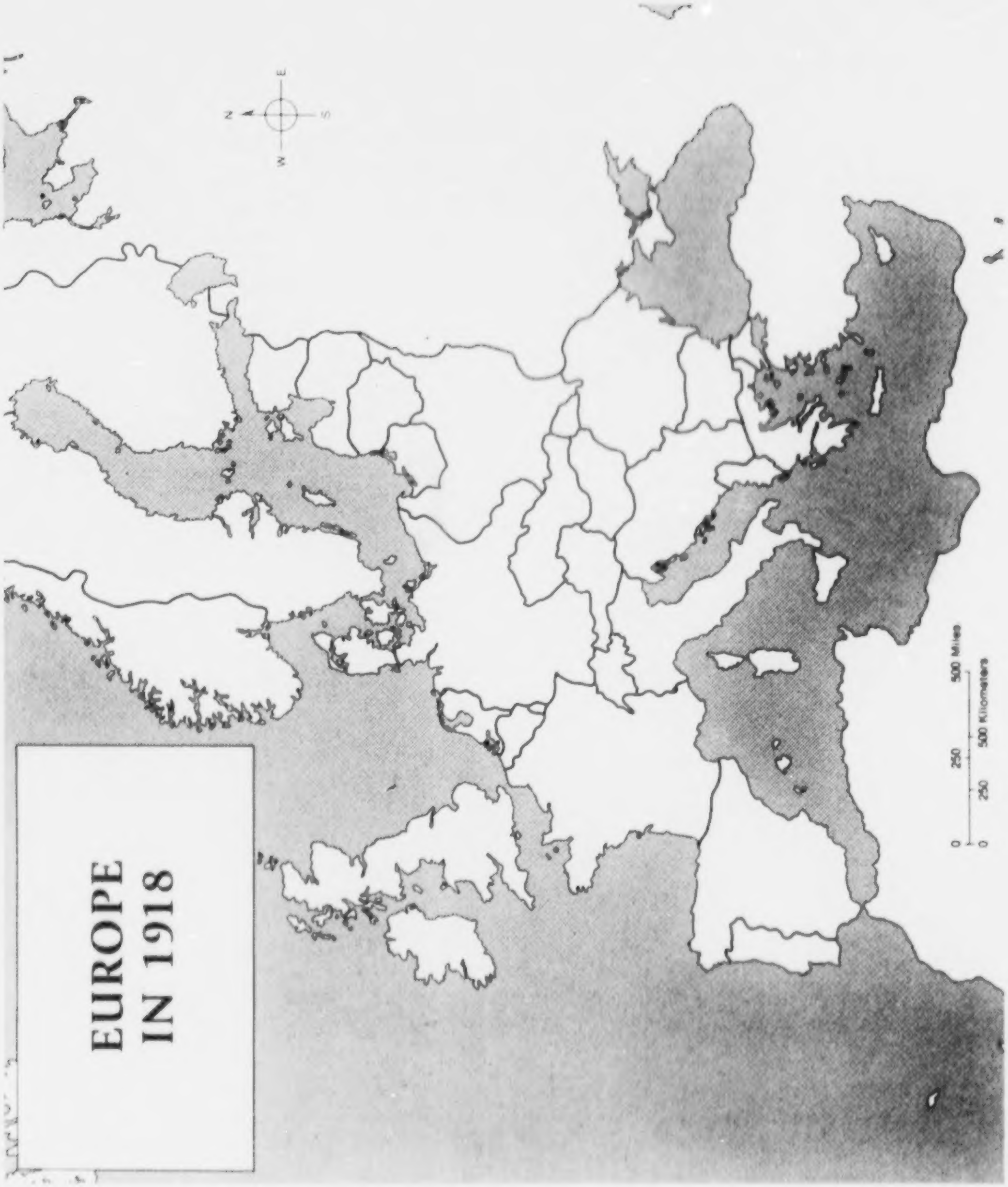
7. Why would those who fought in this war want to forget their experiences and losses? Why would they want to remember their experiences and losses?

8. Imagine that you had fought in the battlefields of this war. Would you want to remember or forget your battlefield experiences? Explain your answer.

9. The survivors of the Great War were concerned that people would forget the war and those who died during it. Were their concerns justified?

10. Imagine that you have decided that the Great War and the experiences of those who lived during it are not important to study or remember. How do you justify your decision to forget these things?

STUDENT RESOURCE 8-C
Map of Europe in 1918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EUROPE
IN 1918
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500 Kilometers

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Questions

1. *How many nations made up postwar Europe?* Is this more or less than before the war?

2. Why was there a different number of nations after the war than before the war? Give four reasons.

3. What are the three biggest differences between the national boundaries marked in the prewar and postwar maps?

4. What are the names of the new nations of Europe? From what prewar nations was land taken to create these new nations?

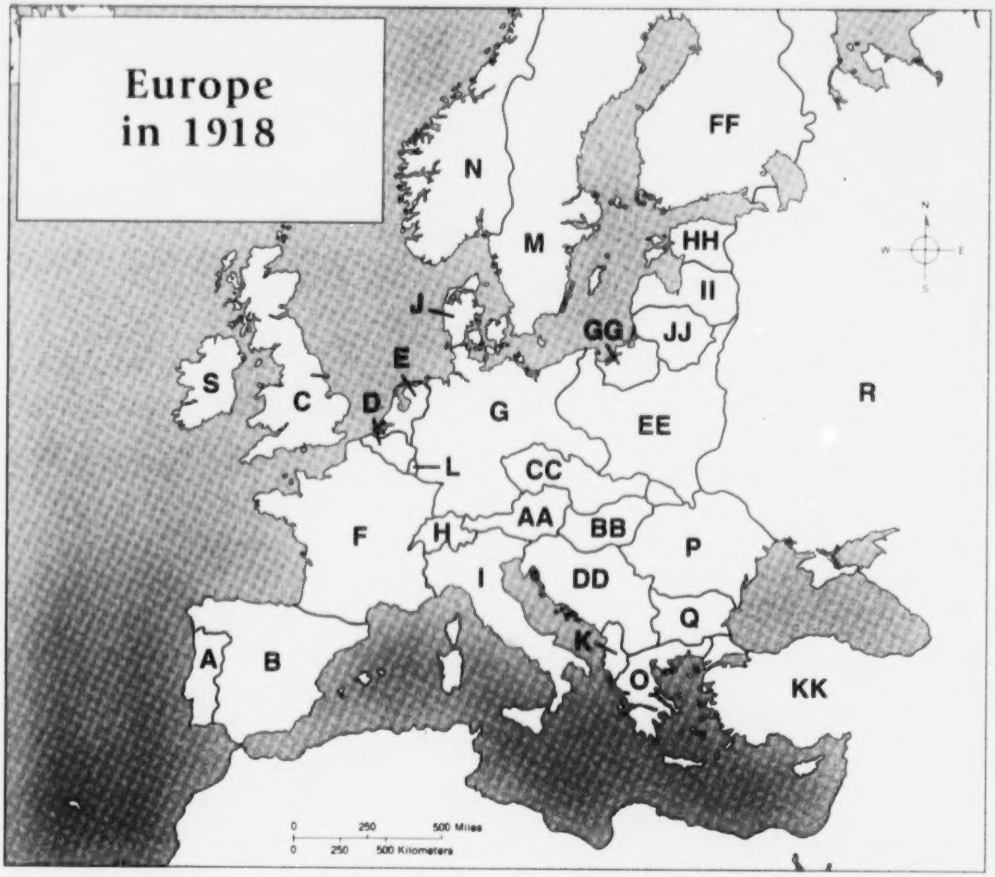
5. Imagine that you are a citizen of a nation whose land was taken to create a new nation. What are your attitudes toward those who took your nation's land?

6. Imagine that you are a citizen of a newly created nation. What are your attitudes toward those who created your nation?

7. Which nation's postwar boundaries differed the most from its prewar boundaries?
Why did this nation's boundaries change as much as they did? Give at least three reasons.

8. Based on what you know about the conditions in Europe at the end of the Great War, how did the new national bound

STUDENT RESOURCE 8-C
Map of Europe in 1918: Teacher Reference


Europe in 1918
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Nations That Existed Prior to and After the Great War

CODE	*NATION*	*CODE*	*NATION*
A	Portugal	K	Albania
B	Spain	L	Luxembourg
C	Great Britain	M	Sweden
D	Belgium	N	Norway
E	Netherlands	O	Greece
F	France	P	Romania
G	Germany	Q	Bulgaria
H	Switzerland	R	Russia
I	Italy	S	Ireland
J	Denmark		

New Nations Formed in 1918-1920

CODE	*NATION*
AA	Austria
BB	Hungary
CC	Czechoslovakia
DD	Yugoslavia
EE	Poland
FF	Finland
GG	Germany- East Prussia
HH	Estonia
II	Latvia
JJ	Lithuania
KK	Turkey

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STUDENT RESOURCE 8-D
Results of the Great War and the Treaty of Versailles

The Great War had many consequences. Those that follow should be considered among the most important. Supplement this list with other results, effects or consequences found in other resources.

- The U.S. became one of the economic leaders of the world and for the first time challenged Europe as a major force in international trade and finances.
- People in colonies of European countries had a strong taste of nationalism and began to desire independence.
- Four great empires of Europe and the Middle East perished forever.
- One empire, Russia, replaced an autocracy with a totalitarian leadership that committed acts of terror, suppression and violence over the next 70 years.
- The European balance of power collapsed such that forces outside the European nations were needed to help one set of nations defeat the other.
- The first Marxist seizure of power took place (in Russia), creating circumstances that allowed the Bolsheviks to solidify their power in spite of widespread opposition in Russia itself.
- Numerous ethnic groups in Eastern Europe and the Middle East that had demanded—and had more or less been promised—the right of nationalistic self-determination were prevented from determining their own government and territories.
- New nations were established within which particular ethnic groups had the authority to oppress other groups.
- New nations were established with national boundaries and national groupings of peoples that ran counter to historical patterns, contributing to political, social and economic instability within and among those nations.
- Conditions were established that, within a few short years, enabled Germany to achieve an economic and military position stronger than its neighbors.
- The League of Nations was established with very little support from the major European powers and none from the U.S.; thus, no organization had the power and authority to resolve international disputes and issues.
- The U.S. became a world power even if it did not want to be involved in world politics.
- The U.S. became the leading naval power in the world, even though it immediately withdrew most of its military vessels from the world seas.
- Throughout Europe—except in Great Britain—the roles, power and public respect for the aristocracy diminished significantly, as the people rejected the notion that a natural, inherited ruling class, should run the government.

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Questions

1. What is "self-determination"? What does the right of self-determination allow a group to do?

2.* How did the Great War encourage the desire for independence among the people in the European colonies in Africa, the Middle East and the Far East?

3. Of the results listed above, which ones have contributed to a long-lasting peace among the nations of Europe? Which ones have worked against a long-lasting peace?

4. A result not listed above is that the world lost the contributions of all those who died during the war. How significant is this result?

5. Which of the above results do historians consider to be the most important? Why?

6. One significant result of every war is that it creates emotional problems for those who live through it. Describe the emotional consequences of the Great War for the men who fought on the battlefields, for the civilians who were direct victims of the war, and for those who lost a loved one in the war.

STUDENT RESOURCE 8-E
Noteworthy Quotes: *WAR WITHOUT END*

War involves people, not just nations. These quotes will help you understand the thoughts and feelings of some of the people involved in the Great War. After watching the video, you should be able to interpret each quotation in the context of the person speaking and the situation in which the statement was made. *(Quotes marked with an asterisk are from the video.)*

"Boys, I told you before you went across the seas that this was a war against wars. But I am obligated to come to you in mortification and shame and say: 'You are betrayed. You fought for something that you did not get.'"

President Woodrow Wilson, 1919*
Statement in reaction to the U.S. Senate's impending
defeat of the Treaty of Versailles and the League of Nations

"His mouth is completely distorted by an ugly scar which descends below his chin. All that is left of his nose are two enormous nostrils, two black holes which trap our gaze, and make us wonder for what this man has suffered?... All that is left of his face are his eyes, covered by a veil."

Henriette Remi, 1918
French nurse describing a man with no face

"Hideous is the only word for these smashed faces. ...To talk to a lad who, six mont' ago, was probably a wholesome and pleasing specimen of English youth, and is now a gargoyle ...it is ... an ordeal."

Ward Muir*
A British orderly

"You are being laughed at; the British have let you down."

French diplomat's comment to T.E. Lawrence
during the Paris Peace Conference, 1919

"And then there was the jump from this calm, innocent, measured way of living to blood and tears, to mass insanity and to the savagery of daily, hourly, legalized, rewarded slaughter."

Lara, speaking of the hardships of living during
the Bolshevik Revolution and the Russian Civil War
in *Dr. Zhivago* by Boris Pasternak, 1957

(Over)

8-E

"The Great War of 1914–1918 lies like a band of scorched earth dividing that time from ours. In wiping out so many lives which would have been operative in the years that followed, in destroying beliefs, changing ideas, and leaving incurable wounds of disillusion, it created a physical as well as a psychological gulf between two epochs."

American historian Barbara Tuchman

"The man who endured the war at its worst was everlastingly differentiated from everyone, except his fellow soldiers."

Siegfried Sassoon, in *Memoirs of an Infantry Soldier**

"People told us the war was over. That was a laugh. We ourselves are the war: Its flame burns strongly in us. It envelops our whole being and fascinates us with the enticing urge to destroy. We obeyed ... and marched onto the battlefields of the post-war world just as we had gone into battle on the western front."

Friedrich Wilhelm Heinz, 1919

"The people were already beginning to forget what unspeakable suffering the war had brought with it."

Otto Dix*
German artist

"And so it had all been in vain. ...In vain, all the sacrifices and privations; in vain, the hunger and thirst of months which were often endless; in vain, the deaths of two millions [of Germans] who died."

Adolf Hitler, November 1918*
Shortly after hearing the news of the armistice

STUDENT RESOURCE 9-A

I've A Little Wet Home In A Trench
John Lucy

I've a little wet home in a trench,
Where the rainstorms continually drench,
There's a dead cow close by
With her feet in towards the sky
And she gives off a terrible stench.

Underneath, in the place of a floor,
There's a mass of wet mud and some straw,
But with shells dropping there,
There's no place to compare,
With my little wet home in the trench.

Questions

1. Imagine you were in the same trenches as John Lucy. What other things might he and you have seen in your "little wet home in a trench"?

2. This poem is said to be an example of the humor men used to stay sane in the trenches. For what reasons would this poem be a humorous one?

3. What is a definition of 'home'?

4. For what reasons might a soldier view his trench a 'home'?

(Over)

5. Given the descriptions in this poem, what would be reasons for not wanting to live day after day in a trench?

6. Reflect on what you know about the battlefields, No Man's Land, and the machine guns and rifles used at the front. Imagine you were a soldier on the Western Front. What are at least three reasons you would want to view your trench as being your 'home'?

7. Imagine that Lucy asked you to write a poem about life in the trenches. What would be at least five things you might mention about what you observed in and around your trench?

8. In the poem you might write, what words describing your emotions and thoughts about being in the trenches would you include?

9. On a separate page, use the words in the answer to the last two questions to write your own poem about the trenches and living in them.

STUDENT RESOURCE 9-B

Excerpt from
Dulce et Decorum Est
Wilfred Owen

Gas! Gas! Quick boys! - An ecstasy of fumbling
Fitting the clumsy helmets just in times,
But someone still was yelling out and stumbling
And floundering like a man in fire or lime -
Dim through the misty panes and thick green light,
As under a green sea, I saw him drowning.

In all my dreams before my helpless sight
He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin,
If you could hear, at every jolt, the blood
come gargling from the froth-corrupted lungs
Obscene as cancer
Bitten as the cud
Of vile, incurable sores on innocent tongues, -
My friend, you would not tell with such high zest
To children ardent from some desperate glory,
The old Lie: Dulce et decorum est
Pro patria mori.

Questions

1. What is the meaning of the punctuation symbol known as the exclamation mark "!"?

2. What does Owen's use of three exclamation marks in the first line reveal about the urgency and emotions in the trenches at the first appearance of poison gases?

3. What might Owen have meant by the expression "under a green sea"?

(Over)

4. What words does Owen use to describe the immediate responses of someone who failed to get his gas mask on in time?

5. What words does Owen use to describe the body of one of his fellow soldiers who died as a result of "the green sea" of poison gas?

6. Life in the trenches was then and is still described in terms of the terror, horror and violence that were 'constant companions' of the men who were there. In what ways does this poem reveal this terror, horror and violence?

7. Imagine you were alongside Owen in the trenches and saw what he saw as revealed by this poem. What words would you have used to describe what you would have seen during this gas attack?

8. Imagine you were alongside Owen in the trenches and saw what he saw. What words would you have used to describe what you would have felt (a) at the moment the gas began to enter the trench? (b) at the moment you saw the soldier dying from the effects of the gas? (c) after the gas had gone away and you, a survivor, glazed your eyes on the still dying and dead?

9. Given what you know about the effects of the different gases, if you had been on the Western Front and been given the order to use gas against your enemy, would you have released the gas? What reasons would you have given for this decision?

10. Rather than write narratives and stories, Wilfred Owen chose to write about his experiences in poems. For what reasons are poems a good means to express one's thoughts, experiences and feelings about some thing?

Poison Gas!
Wilhelm Hermanns

The following description of a poisonous gas attack by the French against the Germans was written by a German soldier. The Germans were in an underground fortress that they had earlier captured from the French by using gas. Hundreds of French soldiers had died in this underground fortress. The Germans soldiers, crowded in the fortress, believed they were safe from enemy attack and were relaxing.

> "It was an enormous place crowded with many hundreds of soldiers. Some lay on bunks sleeping, snoring and moaning. Here a flashlight, there a candle, match, or cigarette dotted the dark with flickering islands of light continually shifting in brightness.
>
> I opened my knapsack to get something to eat, but a putrid smell spoiled what little appetite I had. Schulze told me that under this heap of earth many French soldiers were buried, having been killed by poison gas when we Germans captured this underground stronghold.
>
> Suddenly I heard the cry "Poison gas!" I saw people around me putting on their gas masks. Soon many were dying, and the bunks and floors were filled with bodies over which the living stepped and stumbled in search of air. It was as if the souls of the dead Frenchmen who were gassed and lay under the very mound on which I was standing had demanded and were receiving their revenge....Firmenich said to me, "Remember, Willie, we must not hate the French for using gas. We used it first."

Questions

1. The Germans built many underground fortresses and barracks to house and protect their troops below the surface of the Western Front. What are at least three reasons why these fortresses and barracks may have been preferable to the open trenches along most of the Front?

2. Given the description above by Wilhelm Hermanns, how might these barracks have become 'caverns of terror' and death?

3. In this report, what words best describe the violence that was an all-too-common part of life in the trenches?

(Over)

4. For what reason did Hermanns lose his appetite?

5. Once the gas had entered the underground barracks, what was the major task of each soldier?

6. Once the gas had entered the barracks, what specific activities did Hermanns observe among his fellow soldiers?

7. In this report, what reason was given to Hermanns to not get upset with the French for using poison gas against the Germans?

8. Imagine you were alongside Hermanns when the poison gas was first detected in the barracks. If you were there and heard the shout "Poison gas!", what would have been your first thoughts?

9. If you were there in the trench with Hermanns and heard the shout "Poison gas!", what would have been your immediate feelings?

10. Imagine you were in Hermanns' barracks. After you observed the effects of the gas on your fellow soldiers, what would have been your feelings about what just happened in this barracks? What would have been your feelings toward the French who just gassed this barracks?

11. If you read the poem "Dulce et Decorum Est" by Wilfred Owen, consider the information and emotions that Owen expressed through his poem and those expressed in this report by Hermanns. Which of these two means of expressions reveals the most graphic details of a gas attack? Which of these two reveals the most emotions of those who were being gassed?

STUDENT RESOURCE 9-D

Diary Entry
2nd Lt. Kenneth Callan-Macardle, Manchester Regiment

As we advanced, German shells littered the battlefield with dead and wounded. All around us and in front, men dropped or staggered about. I found a Sergeant and shouting in his ear asked where were his officers. 'All gone, sir', he shouted back.

The regiment was crumbling away. . . . All the world was forever dead to Vaudrey and Kenworthy, to Chesham, Sproat, Ford, and of the other ranks. We did not know how many. Vaudrey used to enjoy early morning parades; Chesham had loved to hunt the buck in Africa when the heat was shimmering with the birth of a day. Young Victor was killed, his problem of marriage to a woman six years his senior finally settled. General Shay has wired 'Well done, 90th Brigade, you will attack again soon'. We are about 400 strong today. We who went in eight hundred.

Questions

1. In the opening paragraph, what words would best describe life in No Man's Land during this assault?

2. What did the Sergeant mean by the statement "All gone"?

3. Imagine you were on this battlefield on the day Lt. Callan-Macardle described in this diary entry. What words did he use that would best reveal the extensiveness of the violence and death around him?

4. What words would best describe how Lt. Callan-Macardle might have felt about the violence and death that accompanied him on this day?

(Over)

5. What words would best describe how Lt. Callan-Macardle might have felt about the friends he lost on the battlefield that day?

6. What words would best describe how Lt. Callan-Macardle might have felt toward General Shay who wired "Well done, 90th brigade, you will attack again soon"?

7. What is the significance of Lt. Callan-Macardle's statement "We who went in eight hundred"?

8. Suppose you were in Lt. Callan-Macardle's regiment and observed this scene day in and day out for several weeks. For what reasons would you have continued to remain in the trenches and followed orders to advance across No Man's Land?

9. The above statement was Lt. Callan-Macardle's last diary entry. Within days of writing it, he was killed in the same area of the battlefield where the men he described above were killed. Does this news alter the meaning you have for the above statement?

STUDENT RESOURCE 9-E

This is the House That Jack Built.
Nursery Rhythm, Anonymous

This is the house that Jack built.
This is the bomb that fell on the house that Jack built
This is the Hun that dropped the bomb,
that fell on the house that Jack built.
This is the gun that killed the Hun,
that dropped the bomb,
that fell on the house that Jack built.

Questions

1. In your own words, what is the main theme of this nursery rhythm?

2. When a nation develops and uses nursery rhymes such as these to describe its enemies, what does this practice say about the hatred that the people have towards its enemies?

3. To what extent is it a good idea to teach young children to recite rhythms such as this?

4. What are the advantages of teaching such rhythms to children?

5. What are the disadvantages of teaching such rhythms to children?

6. In time of war, would it be better to develop rhythms in support of one's nations and its war efforts or against one's enemies?

7. Imagine you were one of the children in the Great War that was taught to recite this rhythm. What would be your attitudes toward the 'Huns'? toward the teachers who taught this to you?

PBS VIDEO.

STUDENT RESOURCE 9-F

Personal Comments by Two "Girls With Yellow Hands"
Gabrielle West and Caroline Webb

With men off to war, many women volunteered to do what previously had been 'all -men's' work. One job was in the munitions factories helping to make bullets and artillery shells. This was dangerous work because of the chemicals that were used, insufficient safety and health standards, and possibility of accidents. The effects of the chemicals turned the skin of many men and women yellow, made women infertile, and lead to illness and death. The readings below represent just a few observations by two of the women who sought to help their country win the war.

The first time you go around [the factory], you think, 'What an interesting place.' Then the evil smell becomes more noticeable. The particles of acid land on your face and make you nearly mad with feelings like pins and needles.

The fumes [from the acid and chemicals] often mean 16 or 18 casualties a night . . . You are blind and speechless by the time you escape [from the factory].

Gabrielle West

It was all bright ginger, all our front hair . . . and all our faces were bright yellow. . . . They used to call us canaries. This doctor, he was looking at us girls one day and he's say, 'Half you girls will never have babies and the other half are too sick. God help you.'

Sometimes when we came up on our old train, it would be packed with different people. And there'd be all the officers, sitting there. Some of them used to look at us as if we were insects. . . . And other used to mutter, "Well, they're doing their bit." We said, "well, we don't mind dying for our country."

Caroline Webb

Questions

1. What do these statements reveal about the desires of some of the women to contribute to the war efforts of their respective nation?

2. Given the little details in these short statements, what price did these women pay to help their nation win the war?

3. To what extent might the men on the battlefield have appreciated the efforts of these women with 'yellow hands'?

(Over)

PBS VIDEO.

4. Suppose you were a woman in England during this war, would you have volunteered to help in a munitions factory?

5. What were at least three other dangers for women working in these factories?

6. For what reasons should women such as these deserve to receive medals from their nations for injuries and deaths due to participation in the war effort?

7. Suppose these women died of the chemicals in their system or an accidental bomb explosion in the factory. Should the nation have rewarded each with a medal?

STUDENT RESOURCE 9-G

Suffering in Germany
Princess Blucher

Princess Evelyn Blucher, British by birth, was married to a German Prince and chose to spend the war in Germany with her husband. She kept a diary. The segments below reflect some of her reactions and feelings during the latter part of the war.

> *Reading A:* There is intense cold here, such as has not been known for more than half a century. There are shivering throngs of hungry care-worn people picking their way through snowy streets . . . We are all gaunt and bony now, and have dark shadows around our eyes. Our thoughts are chiefly taken up with wondering what our next meal will be, and dreaming of the good things that once existed.
>
> *Reading B:* Strikes are breaking out in different parts, leading to disturbances which have already caused the deaths of a few unfortunate policemen. . . .We are now entirely at the mercy of the military courts of justice. . . . Anyone who strikes is being sent off to the front at once. In the darkest days of serfdom men could not have been more in a state of slavery than we are in these days of militarism.
>
> *Reading C:* Naturally [the people] begin more than ever to say; "Why should we work? . . . starve? . . . send our men out to fight? What is it all going to bring us? . . . More work? . . . more poverty? . . . more men crippled? . . . our homes ruined? What is it all for?
>
> *Reading D:* The days come and go. Every hour brings its fears, disappointments, and vague hopes. . . . The feeling towards the Kaiser is steadily diminishing in loyalty and respect. . . . The same people who greeted him so warmly a short time ago with 'Ave, Caesar,' are now distributing leaflets in the back streets of Berlin proclaiming 'Down with the Kaiser, down with the government.' More and more [Ludendorff] and his adherents are perceiving the fatal mistakes of the U-boat war, and the madness of ever allowing things to go so far that America should enter the war.

Questions

1. What words would best describe the emotions Princess Blucher felt as she wrote these words?

2. What do her observations reveal about the conditions in Germany for the common people as the war came to a close?

(Over)

3. Which one of these readings reflects the most negative emotions she might have felt? Which one most reflects positive rather than negative emotions?

4. Suppose you were living in England at this time and read Princess Blucher's perceptions of conditions in Germany. To what extent would you empathize with her suffering and fears?

5. These words reveal a number of things about the impact of Total War on a society. What are at least three situations or conditions that her statements reveal about the impact of total war?

6. Given her words, to what extent did she seem to fear the actions of her own government against the German people?

7. Suppose you were an advisor to the British government at the end of the war. What advise would you suggest to the government that would relieve or extent the suffering of Germany's civilian population after the Armistice?

STUDENT RESOURCE 9-H

Aftermath
Siegfried Sassoon

Have you forgotten yet? . . .
For the world's events have rumbled on since those gagged days,
Like traffic checked while at the crossing of city-ways:

And the haunted gap in your mind filled with thoughts that flow
Like clouds in the lit heaven of life; and you're a man reprieved to go,
Taking your peaceful share of Time, with joy to spare.

But the past is just the same — and War's a bloody game.
Have you forgotten yet? . . .
Look down, and swear by the slain of the War that you'll never forget.

Do you remember the dark months you held the sector at Mametz —
The nights you watched and wired and dug and piled sandbags
on parapets?
Do you remember the rats; and the stench
Of corpses rotting in front of the front-line trench —
And dawn coming, dirty-white, and chill with a hopeless rain?
Do you ever stop and ask, "Is it all going to happen again?"

Do you remember that hour of din before the attack —
And the anger, the blind compassion that seized and shook you
As you peered at the doomed and haggard faces of your men?

Do you remember the stretcher cases lurching back
With dying eyes and lolling heads - those ashen-grey
Masks of the lads who once were keen and kind and gay?
Have you forgotten yet? . . .
Look up, and swear by the green of the spring that you'll never forget.

Questions

1. What is this poem's central theme?

2. What are all of the specific things that Sassoon urged people to remember?

3. What is the difference, if any, between 'remembering' and 'not forgetting'?

(Over)

4. Is it easier to 'remember' or 'not forget'? For what reason would one of these be easier than the other?

5. What might have caused Sassoon to write a poem around the question, "Have you forgotten yet"?

6. For what reasons might Sassoon have urged people to "never forget" the "slain of the War"?

7. Most people today have forgotten the importance of the Great War and the millions of men who died in that War. To what extent might Sassoon have written this poem for you rather than those who survived the War?

8. What would it take for you to learn more about this War? What would it take for you not to forget the War and those who suffered and died during it?

9. On a scale of '0' to '10,' with '10' being the highest value, what number best represents the power of this poem in describing what should be remembered about this War and those who died during it?

10. If after studying this war you decide to forget most of what you found out about it and to forget the millions who died during it, would rereading this poem by Sassoon help you to remember?

11. What are the likely consequences for a group of people or a nation to forget significant events such as this War and the men and women who died during it?

STUDENT RESOURCE 9-1

A Sense of the Meaning of Total War
Peter Strasser

> We who strike the enemy where his heart beats have been slandered as baby killers and murderers of women. What we do is repugnant to us too, but necessary. Very necessary. A soldier cannot function without the factory worker, the farmers and all the providers behind them. Nowadays there is no such animal as a non-combatant.

During World War 1, German Airman Peter Strasser commanded the fleet of Zeppelins that, in early 1915, flew to Britain and carried out the first systematic bombing of civilians from the sky. Strasser did not live to see the end of the war. His Zeppelin was shot down and all aboard were killed.

Questions

1. From the biographical data above, what are three of the most important facts about Peter Strasser?

2. What might Strasser have meant by the phrase "strike the enemy where his heart beats"?

3. What justifications might Strasser have given for the armed forces of nations to be 'baby killers and murderers of women"?

4. What is the definition of 'repugnant'?

(Over)

5. Even though Strasser claimed that being "baby killers and murderers of women" was repugnant, he also claimed there were necessary acts of modern warfare.
For what reasons would he have said such actions were 'repugnant'?

6. Strasser claimed that such actions as killing babies and murdering women were necessary acts of war. What are reasons might he have used to defend these actions?

7. What connection does Strasser make between the combatants (fighting men) on the battlefield and the people back in the combatants' homeland?

8. What might Strasser have meant by the phrase "Nowadays there is no such animal as a non-combatant"?

9. To what extent does Strasser's statement reflect the claim that the Great War was an example of 'total war'?

10. Suppose you were asked to advise the President in planning the defeat of a nation which this country was about to fight. Suppose further that another advisor urged the President to act in ways that were identical to the ideas of Peter Strasser.
Would you agree or disagree with this advice?

11. What are all the reasons would you give the President to justify your decision to follow or not follow Strasser's ideas?

Moving along a 'sap trench' into no man's land as artillery shells explode nearby. The 'sap trench' extended from the front line or firing trench into no man's land for ease in getting men rapidly out for their advance. 'Sap trenches' were especially useful for night time ventures into no man's land to collect bodies, aid the wounded, check the barbed wire, and gather information on the status of the opposing positions and forces. Note that the gradual slope leading out of a 'sap trench' was easier and less visible than 'going over the top' to advance toward the enemy.

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The National Archives

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American soldiers fighting in the last weeks of the war in 1918. The U.S. fought in only one major battle, but it involved over one million soldiers.

PBS VIDEO

The Imperial War Museum

Both horses and men were swallowed up by the mud during the Battle of Passchendaele.

PBS VIDEO

The Imperial War Museum

The bodies of soldiers killed in the trenches were often left to decompose where they fell until burial parties could recover the bodies and remove them from the front lines.

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The Imperial War Museum

Water-filled fox holes and bomb craters along the edges of no man's land.

PBS VIDEO

The Imperial War Museum

Women preparing belts of bullets for machine guns. Women occupied a number of war-related jobs and made up over 50 percent of the workforce in some factories and occupations.

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The Imperial War Museum

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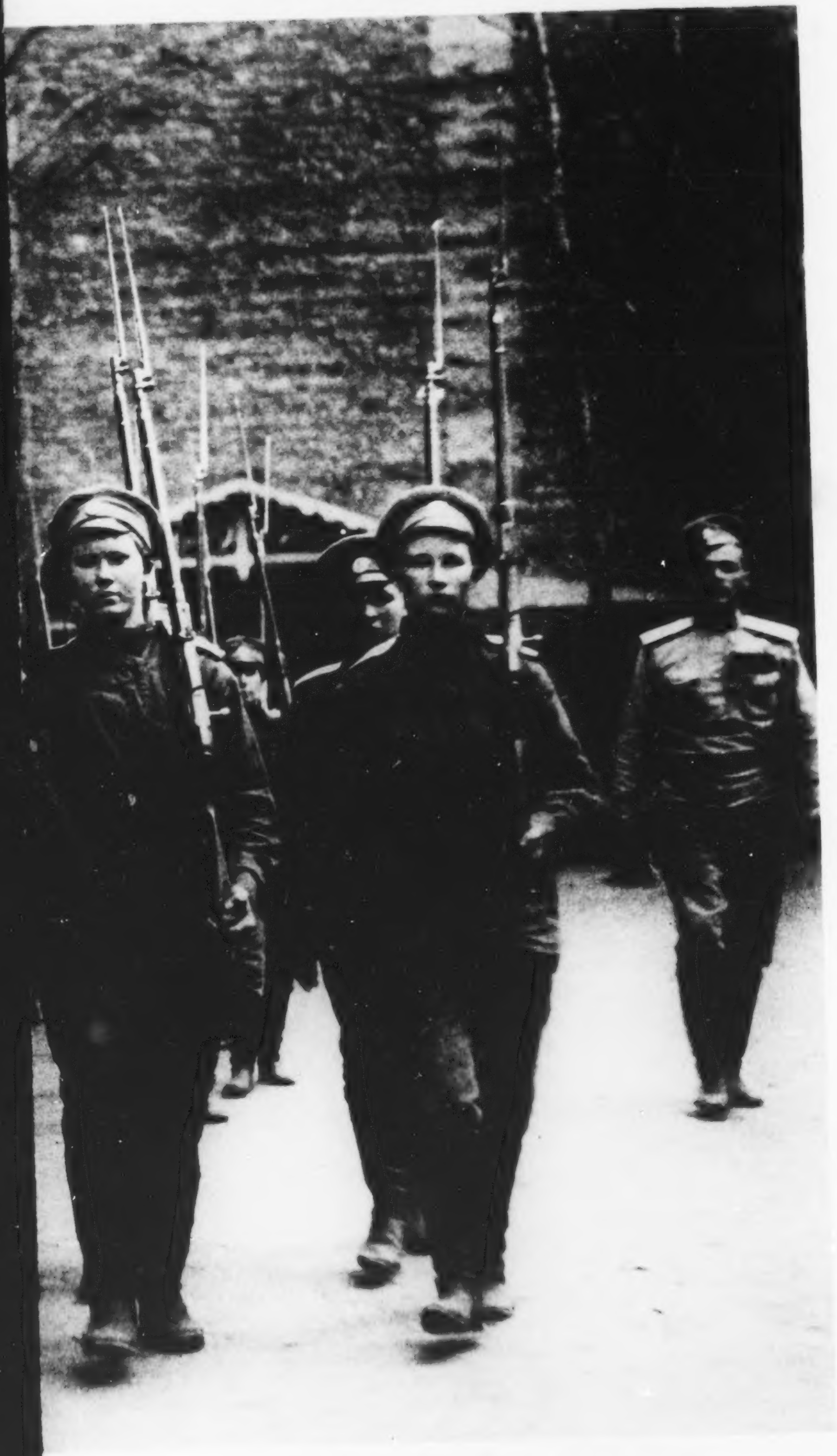

Members of Russia's "Battalion of Death". Recruited in 1917 by special permission of the Provisional Government, this all-woman unit of the Russian Army was organized to show that women, too, could fight and die for their fatherland. They were also sent to the front to humiliate the men and increase their will to fight the Germans.

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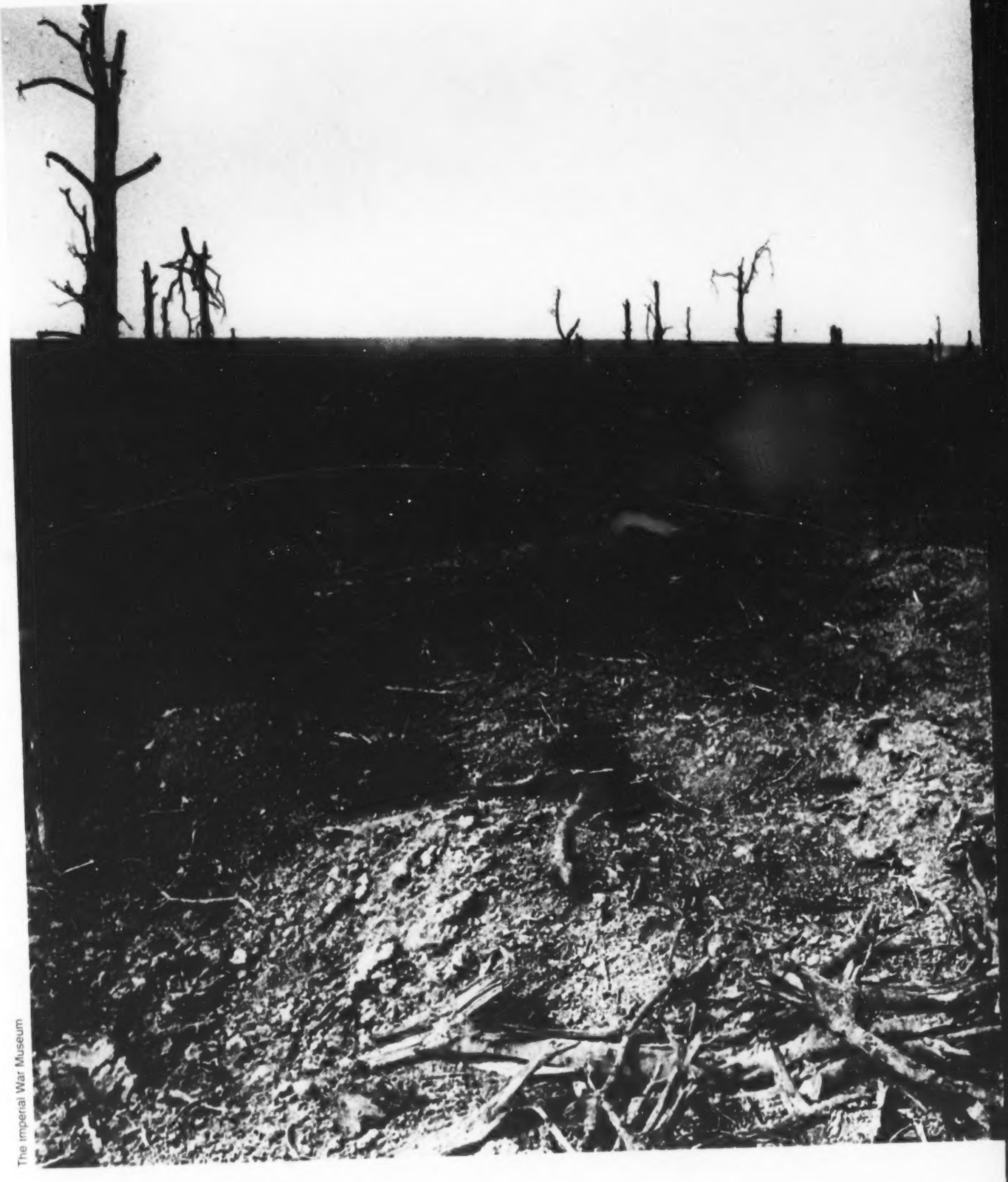

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Physical evidence of the destruction on the many battlefields of this war. What once was a lush forest is now a wasteland.

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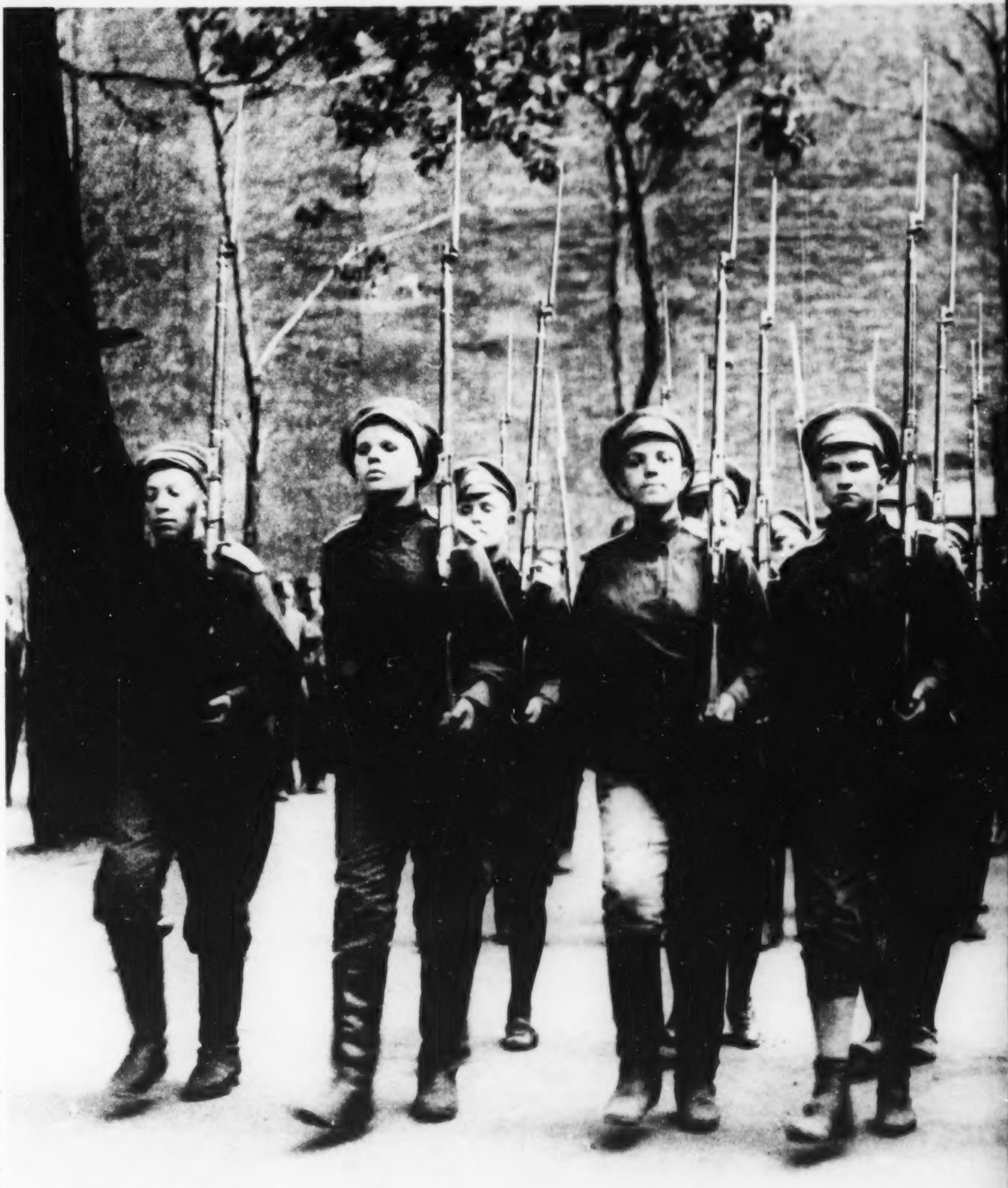

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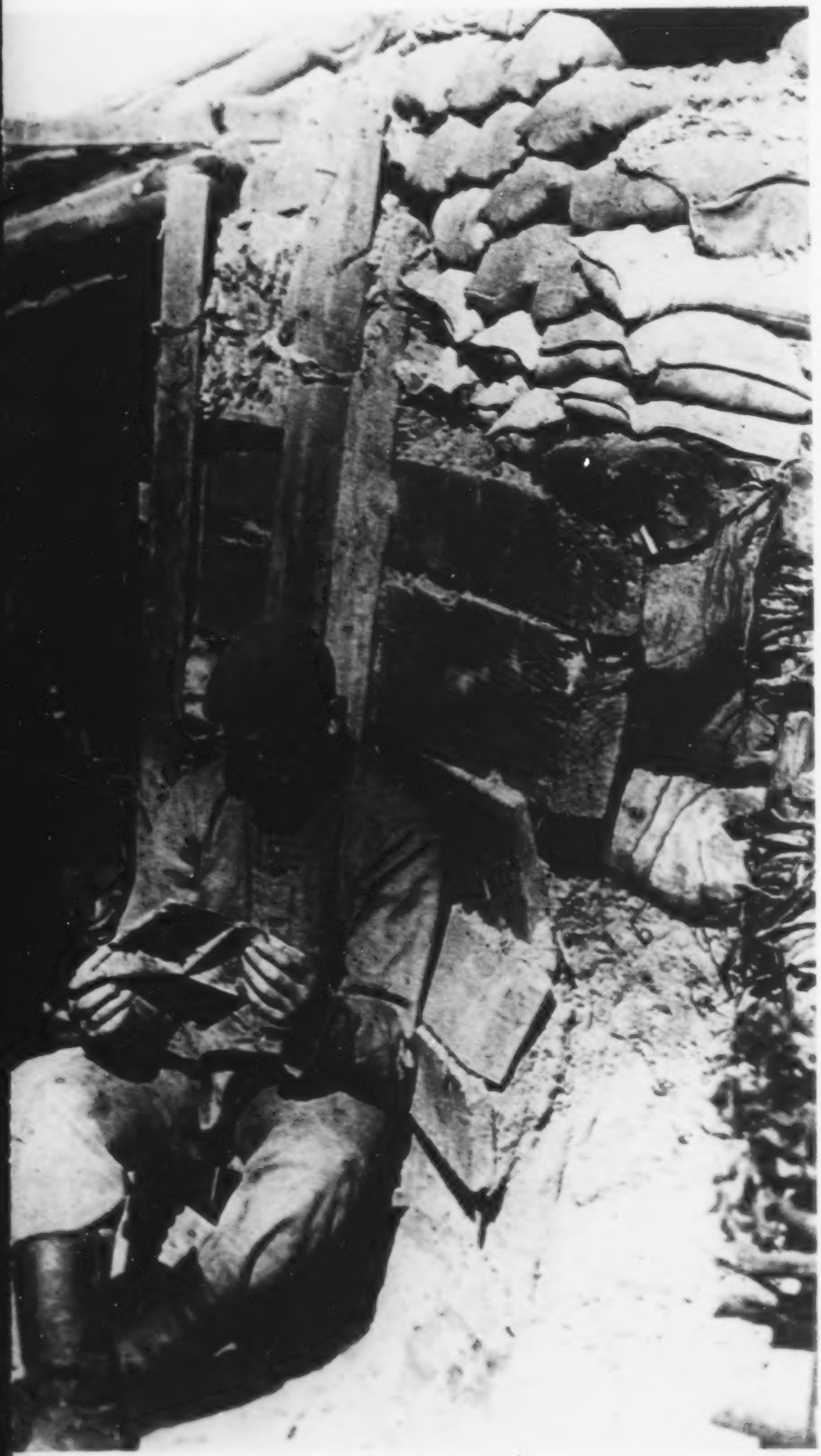

Not all trenches were long ditches with dirt on both sides. Different armies did a variety of things to improve the protection the trenches offered the soldiers and the living conditions of those who were stationed there. Both sides tried to help the men adjust to this environment. A mail call was a welcome relief from the stress and horrors of the front line trenches.

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The Imperial War Museum

Men who were victims of one of the poison gases hold on to one another as they are lead to a new location in their camp. Not all the gases were intended to kill the enemy. Some were designed to disable them. This scene was all too common after gas attacks by either side.

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The Imperial War Museum

A shell explodes in no man's land as soldiers attempt to bring in the wounded and dead. Notice the barren landscape covered by pockets where artillery shells hit.

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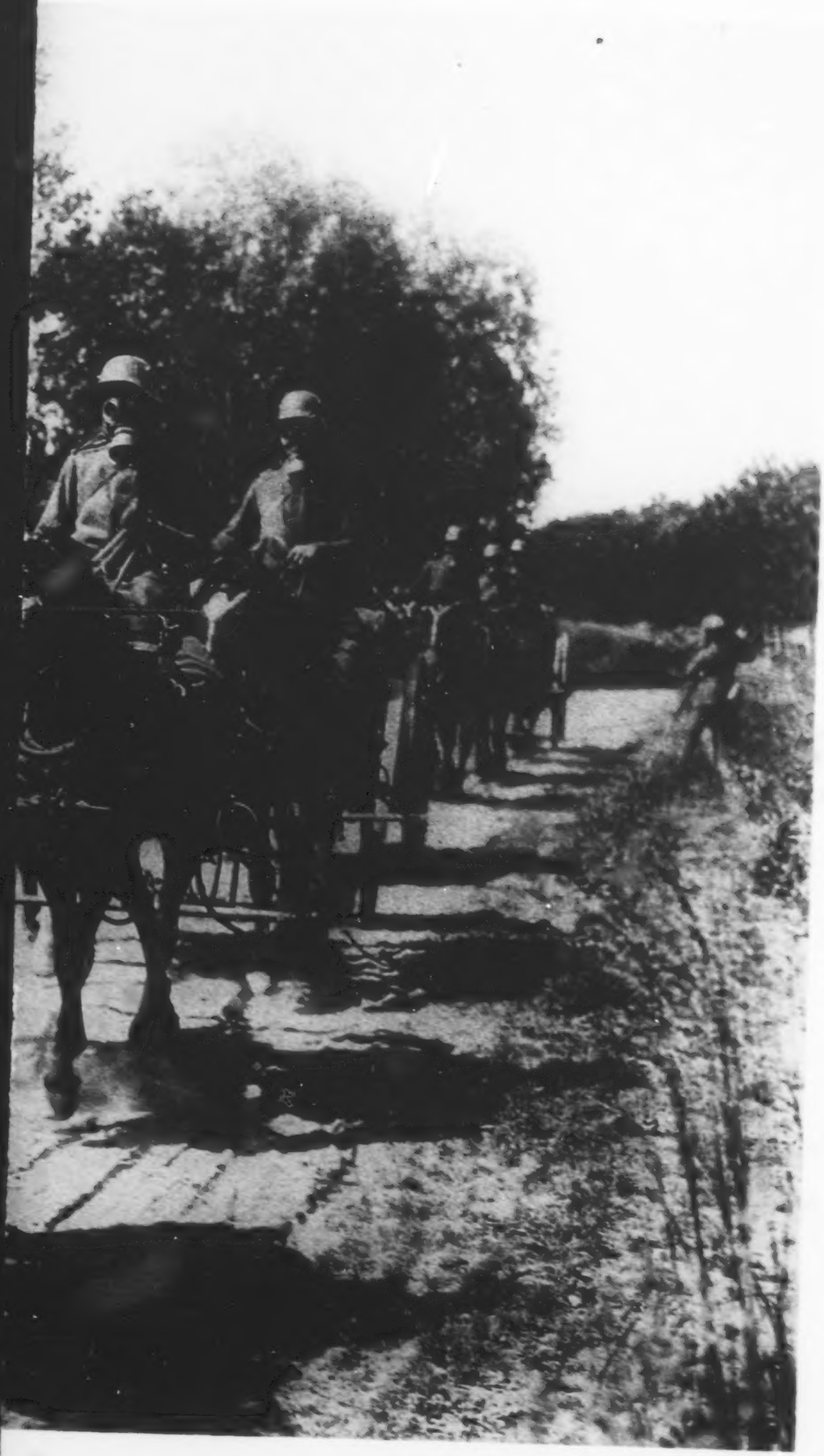
The Imperial War Museum



Even the horses had to wear gas masks. The poison gases did not discriminate between humans and other animals. Thousands of horses died of poison gases and many thousands more died of bullet and artillery wounds.

PBS VIDEO

The Imperial War Museum

What was left of a woodland area – and now known as a stretch of no man's land along the Western Front. Note the destroyed tank near the photo center.

PBS VIDEO

The Imperial War Museum

The night sky over no man's land, lit up by artillery shells.

PBS VIDEO

The Imperial War Museum

A soldier "hanging on the wire" amidst fallen members of his unit. Thousands of miles of barbed wire, an American invention, were strung up in front of the trenches of both sides in order to delay an enemy advance across no man's land.

PBS VIDEO

The National Archives

German soldiers advancing through a cloud of poison gas and an accompanying smoke screen; they hope the smoke will conceal them as they try to overrun their enemy.

PBS VIDEO

The Hoover Institution Archives

This scene was posed by American Major Evarts Tracey to depict a charge across no man's land: a man grasps his throat as though he has received a deadly dose of phosgene gas. Although this particular photo was staged, such scenes were common all along the trenches of the western front.

PBS VIDEO

The Imperial War Museum

The skeleton of a soldier found in a trench days after an assault ended. Such scenes illustrate how the dead and wounded might lie for days before either their own forces or the enemy discovered them.

The National Archives

An aerial view of a poison gas, flame and smoke attack by the French across no man's land in Flanders, Belgium. The effectiveness of the flame throwers and gas was often linked to the direction and speed of the wind, as well as the distance to the enemies position. Invented during this war, the flame thrower shot "liquid fire" onto the battlefield.

PBS VIDEO

The National Archives

German soldiers trying to get around, over and through the barbed wire in their advance across no man's land. The barbed wire not only slowed the enemies advance, it usually forced the soldiers to rise higher above the ground during an attack, making them bigger and easier targets for machine gunners and riflemen.

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The National Archives

Getting used to the gas mask. This kitchen helper is helping to prepare a meal while wearing a gas mask. Recruits were required to wear gas masks during a wide variety of tasks so that they got used to wearing them and could complete these necessary tasks even during a gas attack.

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CLASS OF SERVICE DESIRED	
Fast Day Message	✓
Day Letter	
Night Message	
Night Letter	

Patrons should mark an X opposite the class of service desired; OTHERWISE THE TELEGRAM WILL BE TRANSMITTED AS A FAST DAY MESSAGE.

CHARGE

WESTERN UNION TELEGRAM

NEWCOMB CARLTON, PRESIDENT

MC

Time Filed

3300

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to

via Galveston

JAN 19 1917

GERMAN LEGATION

MEXICO CITY

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130    13042  13401  8501   115    3528   416    17214  6491   11310
18147  18222  21560  10247  11518  23677  13605  3494   14936
98092  5905   11311  10392  10371  0302   21290  5161   39695
23571  17504  11269  18276  18101  0317   0228   17694  4473
22284  22200  19452  21589  67893  5569   13918  8958   12137
1333   4725   4458   5905   17166  13851  4458   17149  14471  6706
13850  12224  6929   14991  7382   15857  67893  14218  36477
5870   17553  67893  5870   5454   16102  15217  22801  17138
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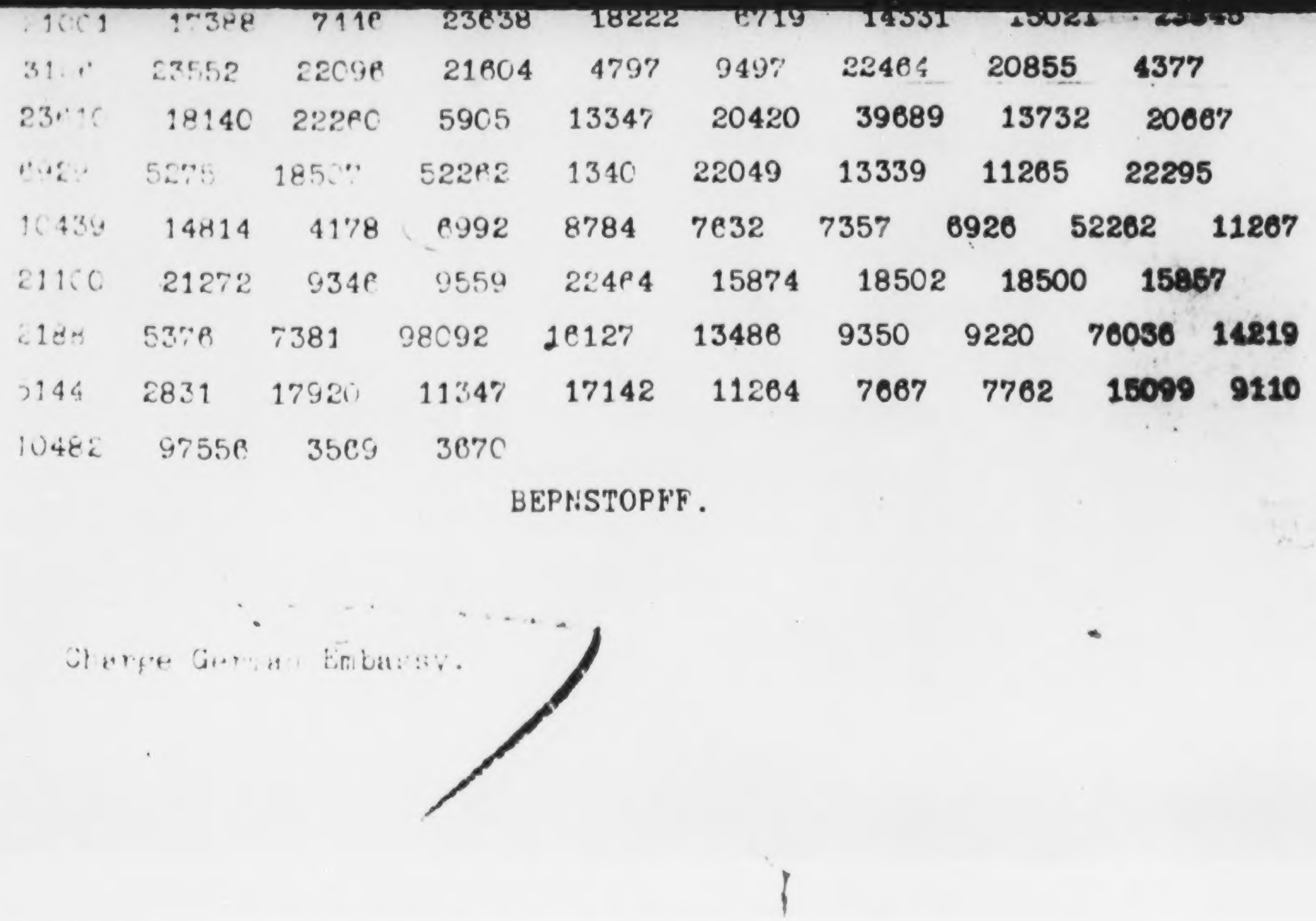


21001 17388 7110 23638 18222 6719 14331 15021 23845
3156 23552 22096 21604 4797 9497 22464 20855 4377
23610 18140 22260 5905 13347 20420 39689 13732 20667
6929 5275 18507 52262 1340 22049 13339 11265 22295
10439 14814 4178 6992 8784 7632 7357 6926 52262 11267
21100 21272 9346 9559 22464 15874 18502 18500 15857
2188 5376 7381 98092 16127 13486 9350 9220 76036 14219
5144 2831 17920 11347 17142 11264 7667 7762 15099 9110
10482 97556 3569 3670

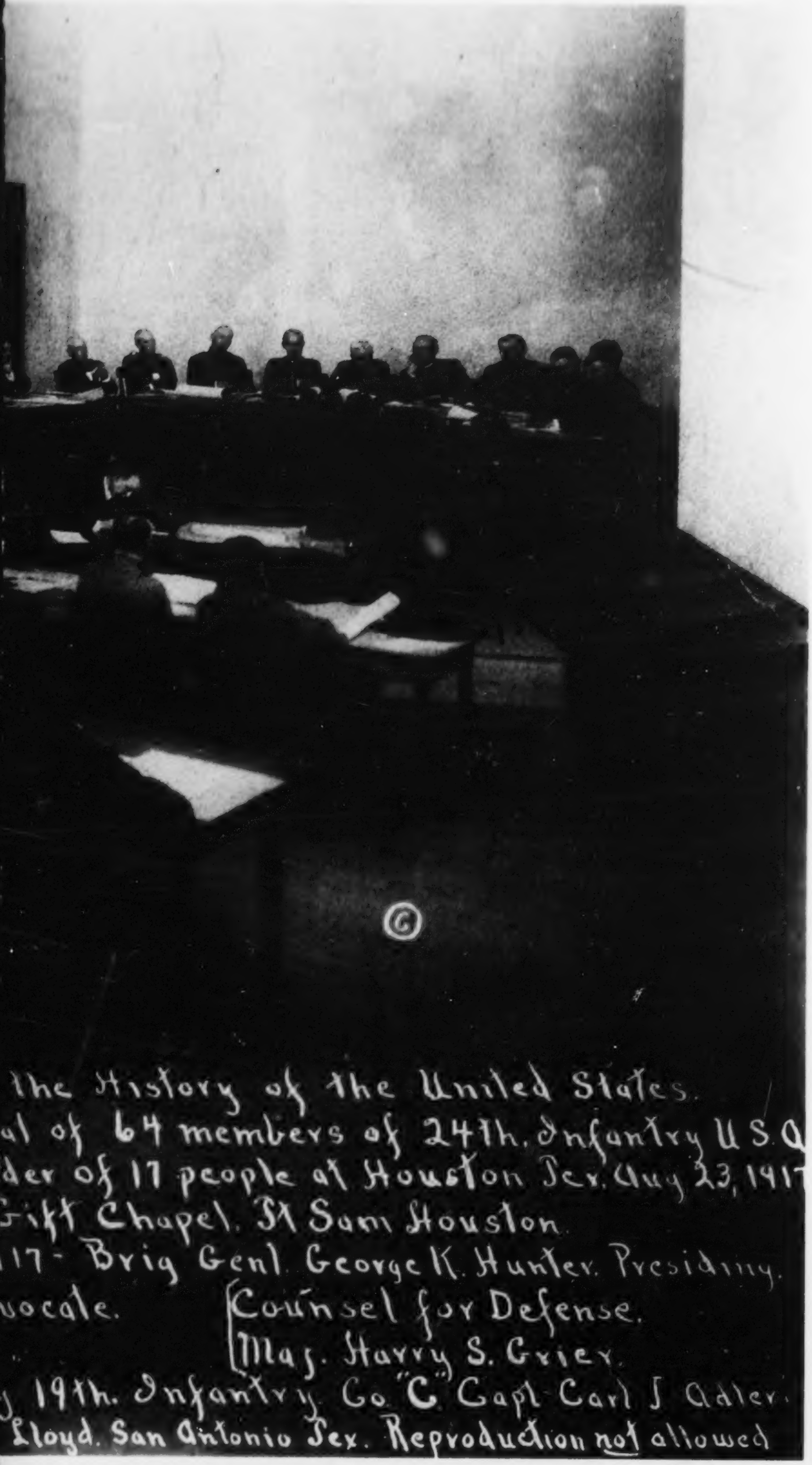
BERNSTORFF.

Charge German Embassy.

The National Archives

The original 'Zimmerman Telegram' in code, dated January 18, 1917, as received first by British code breakers and later by the Americans. The telegram offered Mexico "generous financial support" and the chance to "reconquer the lost territory of Texas, New Mexico and Arizona" if Mexico would wage war against the U.S. and thus keep the U.S. from sending troops to Europe.

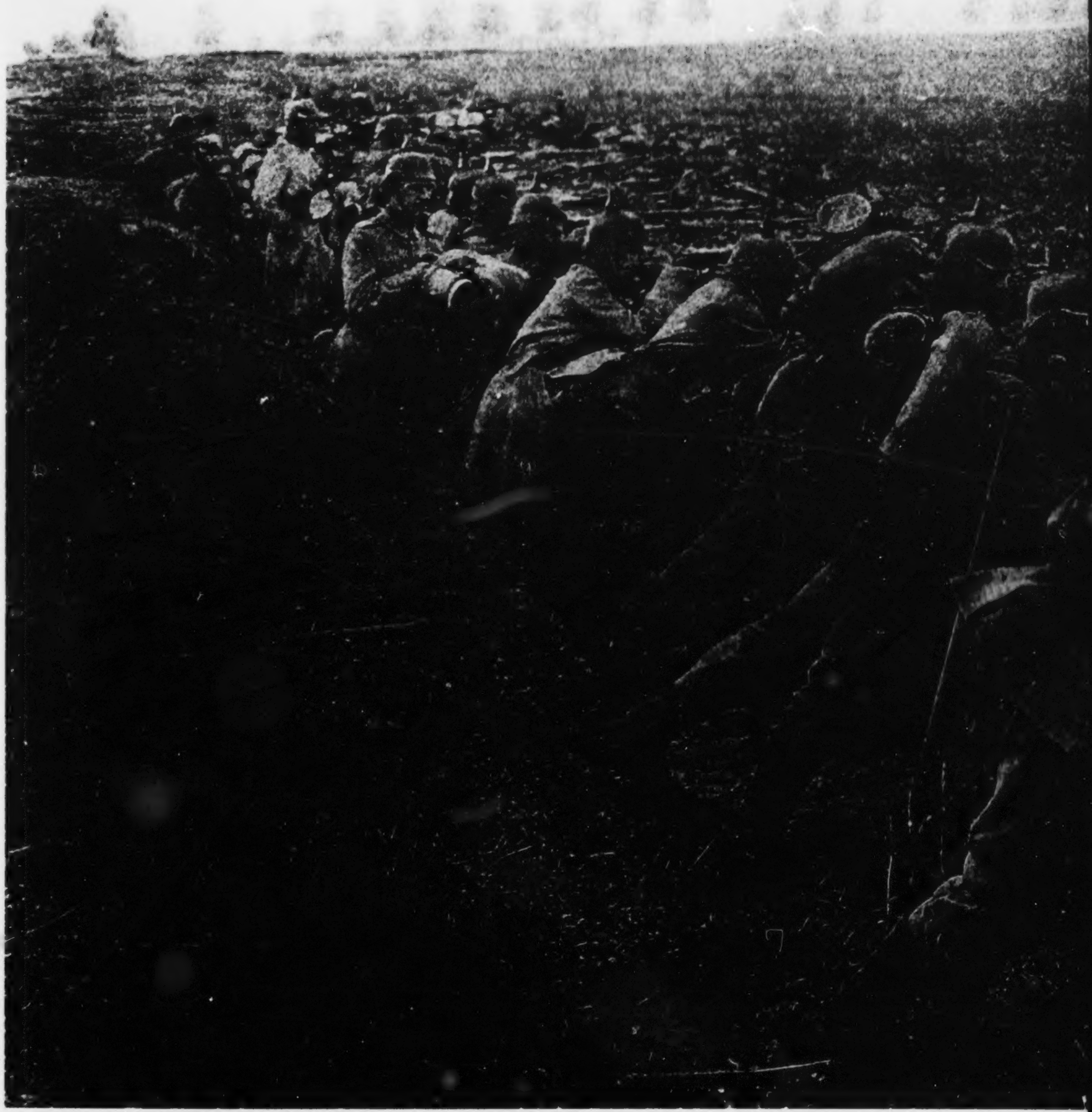
PBS VIDEO


the History of the United States.
al of 64 members of 24th. Infantry U.S.A
der of 17 people at Houston Tex. Aug 23, 1917
Gift Chapel. Ft Sam Houston.
117 - Brig Genl. George K. Hunter. Presiding.
vocate. Counsel for Defense.
Maj. Harry S. Grier.
19th. Infantry Co. "C" Capt Carl J Adler.
Lloyd. San Antonio Tex. Reproduction not allowed

Court martial of Black-American members of the 24th infantry regiment of the United States Army in Texas in November 1917. These soldiers were accused of mutiny and then the murder of 17 Whites in Houston in August of 1917. The 64 defendants made this the largest murder trial in the history of the United States.

PBS VIDEO

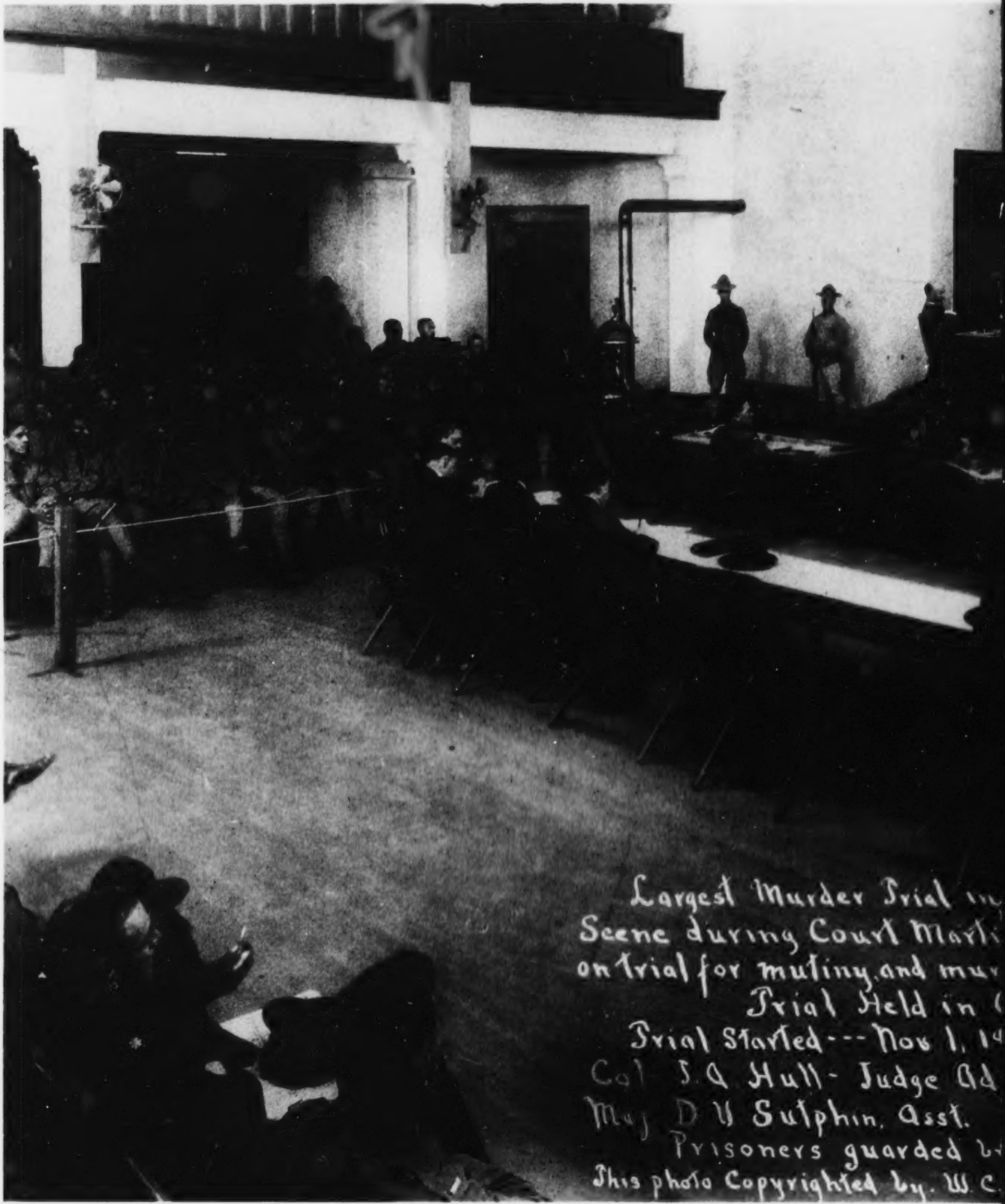
m Schützengraben.



The Imperial War Museum

A trench along the Western Front. Notice the mounds of dirt in front of the trench to give greater protection. These German soldiers are standing low in a short trench using rifles against attacking Allied forces coming across no man's land.

PBS VIDEO



Largest Murder Trial in
Scene during Court Marti
on trial for mutiny and mur
Trial Held in
Trial Started --- Nov 1, 19
Col J. A. Hull - Judge Ad
Maj D V Sutphin, Asst.
Prisoners guarded b
This photo Copyrighted by. W. C.

The Imperial War Museum

As part of the "war madness" in America, Germans who were accused of supporting the German nation were deported, often with no trail or opportunity to prove their innocence or allegiance to America.

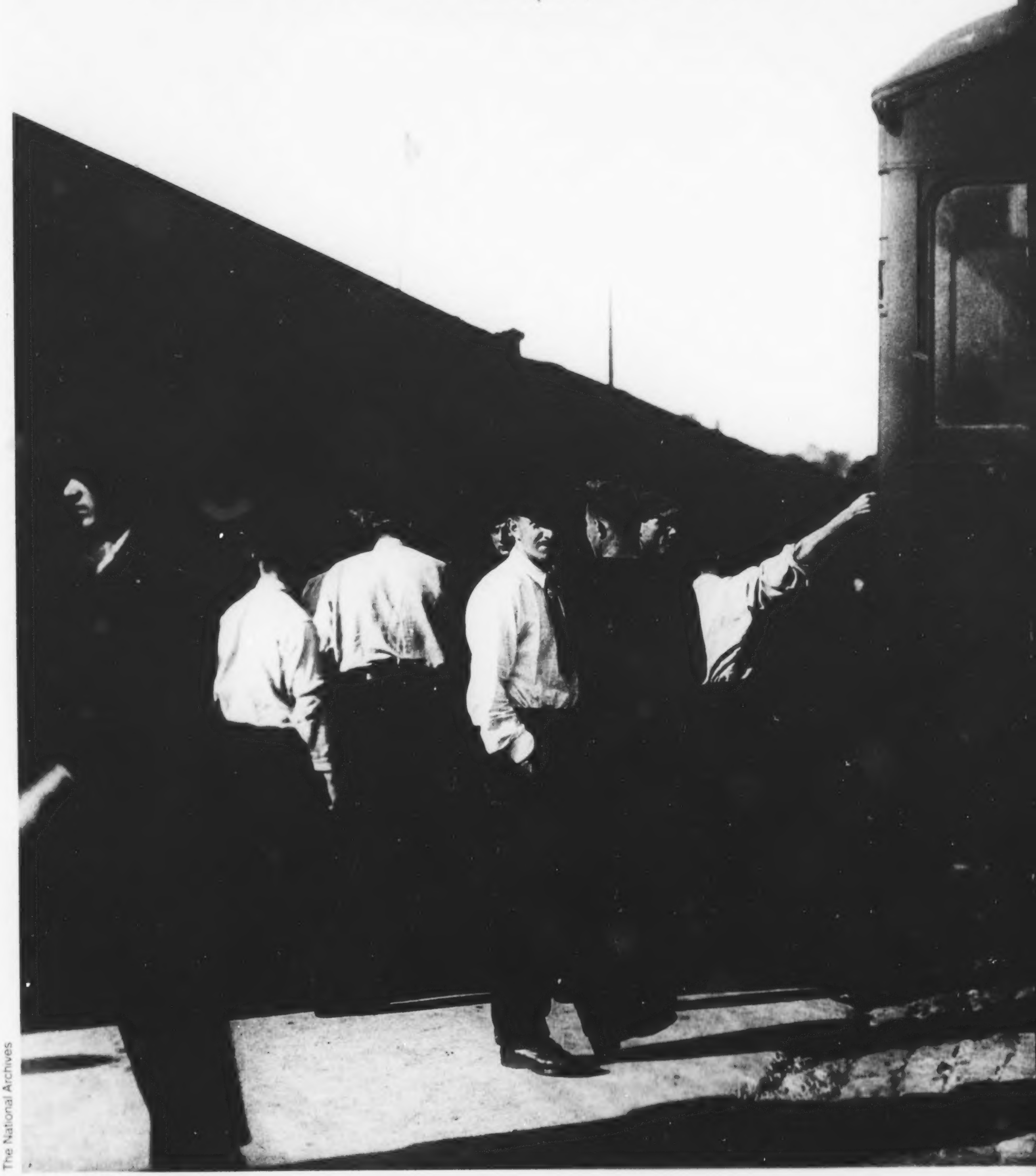
PBS VIDEO

The National Archives

George Patton beside a tank. It was working with tanks such as these that Patton developed many of his ideas about the value of tanks in modern warfare. Nearly 25 years later, Patton would become the greatest American tank commander of the Second World War.

PBS VIDEO

GERMANS AT HOBOKEN TO BE DEPORTED



The National Archives

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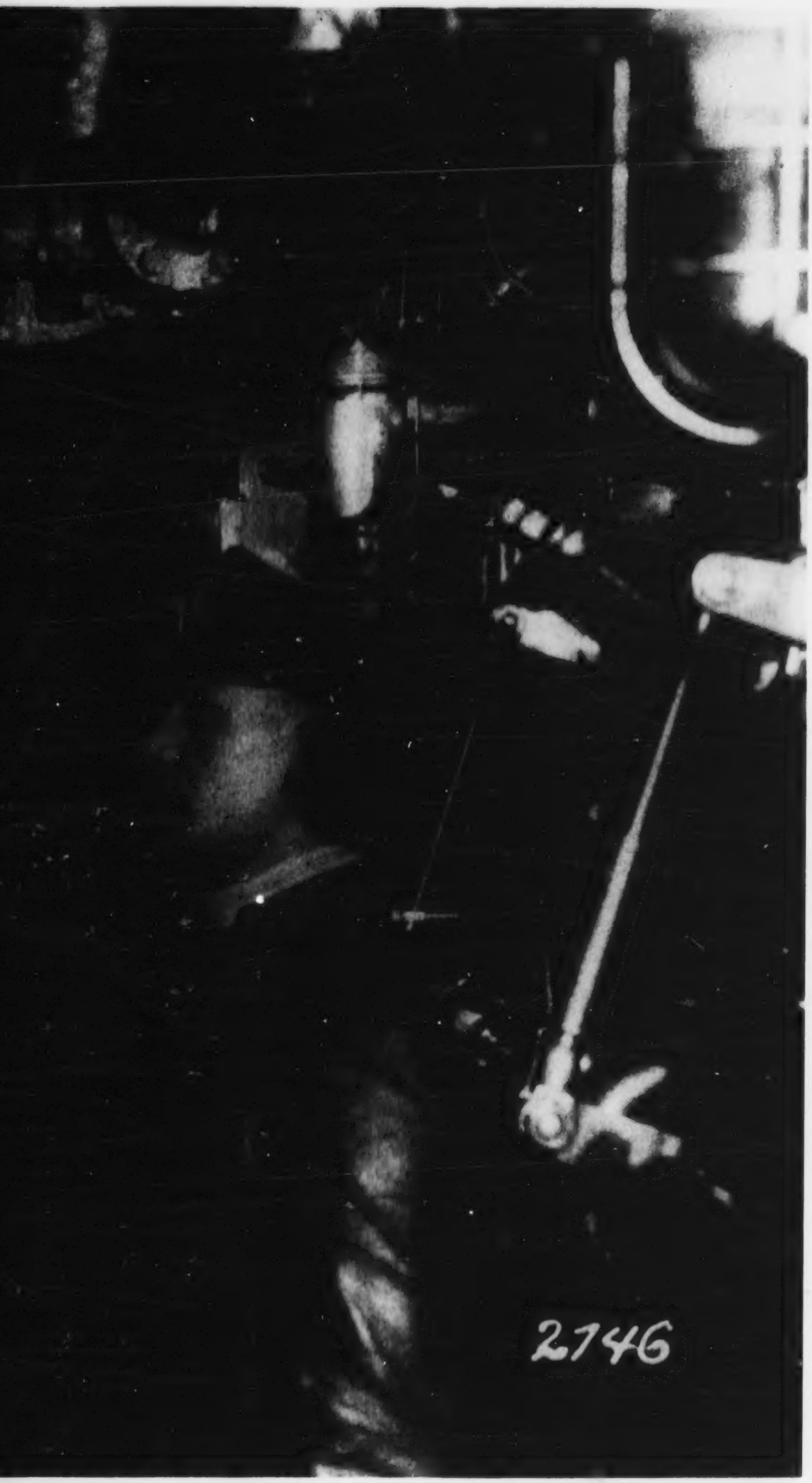
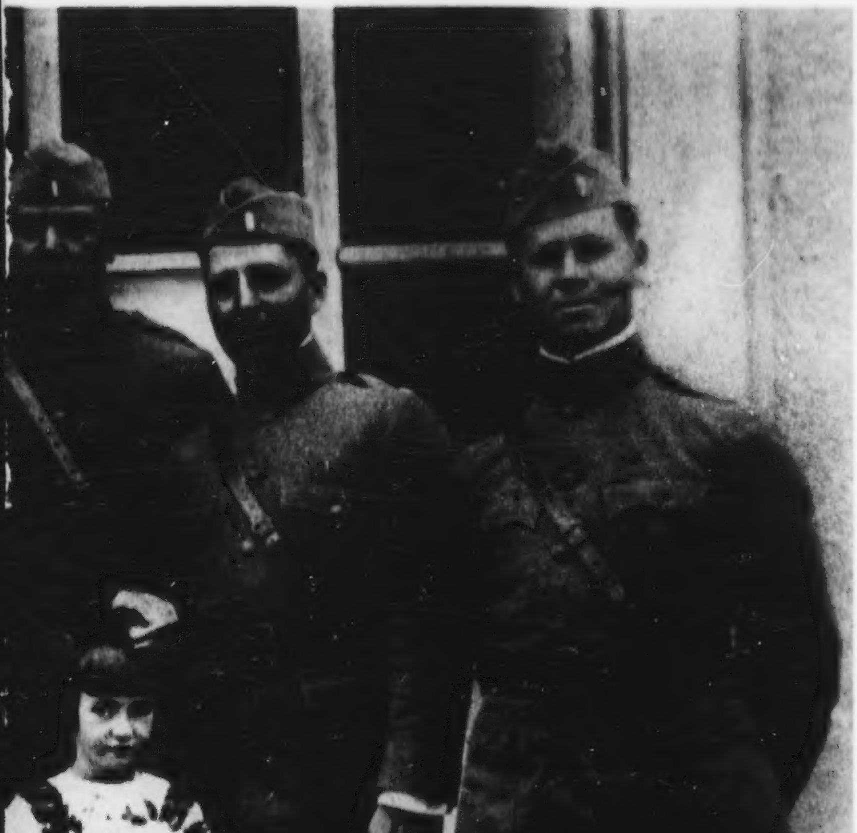


A scene inside a German submarine.

The National Archives



Black American "Buffalo" soldiers of the 367th Infantry, 77th Division posing for a portrait in France. These soldiers were among the more than 400,000 Black Americans who joined the armed forces during the Great War. The majority of Black Americans who saw active duty on the front line fought under French command, while those who stayed under American command served as laborers rather than fighters.

PBS VIDEO

The National Archives

The National Archives

Many women worked to manufacture everything from bullets to bombs to gas masks. This woman is putting the final touches on a gas mask.

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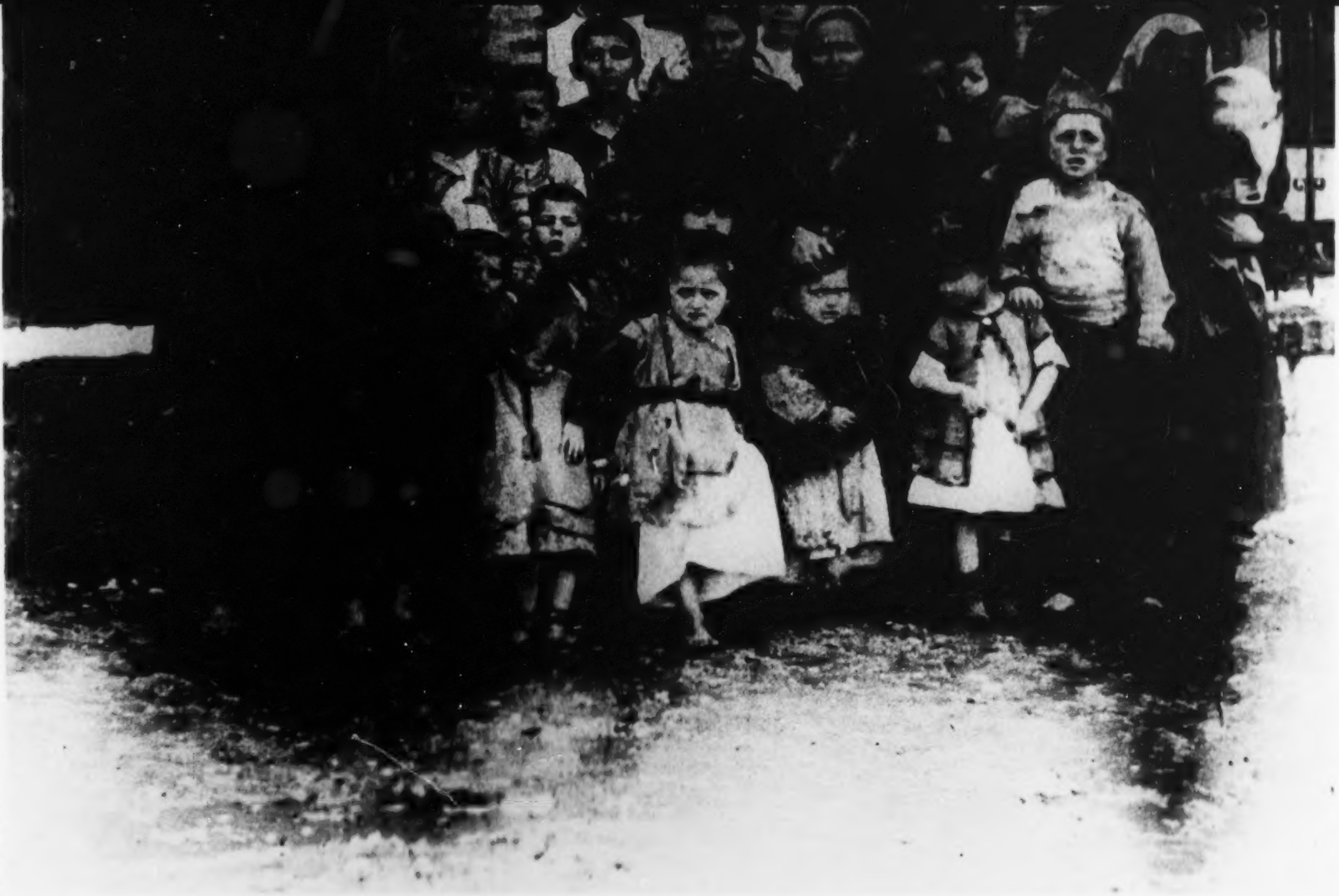


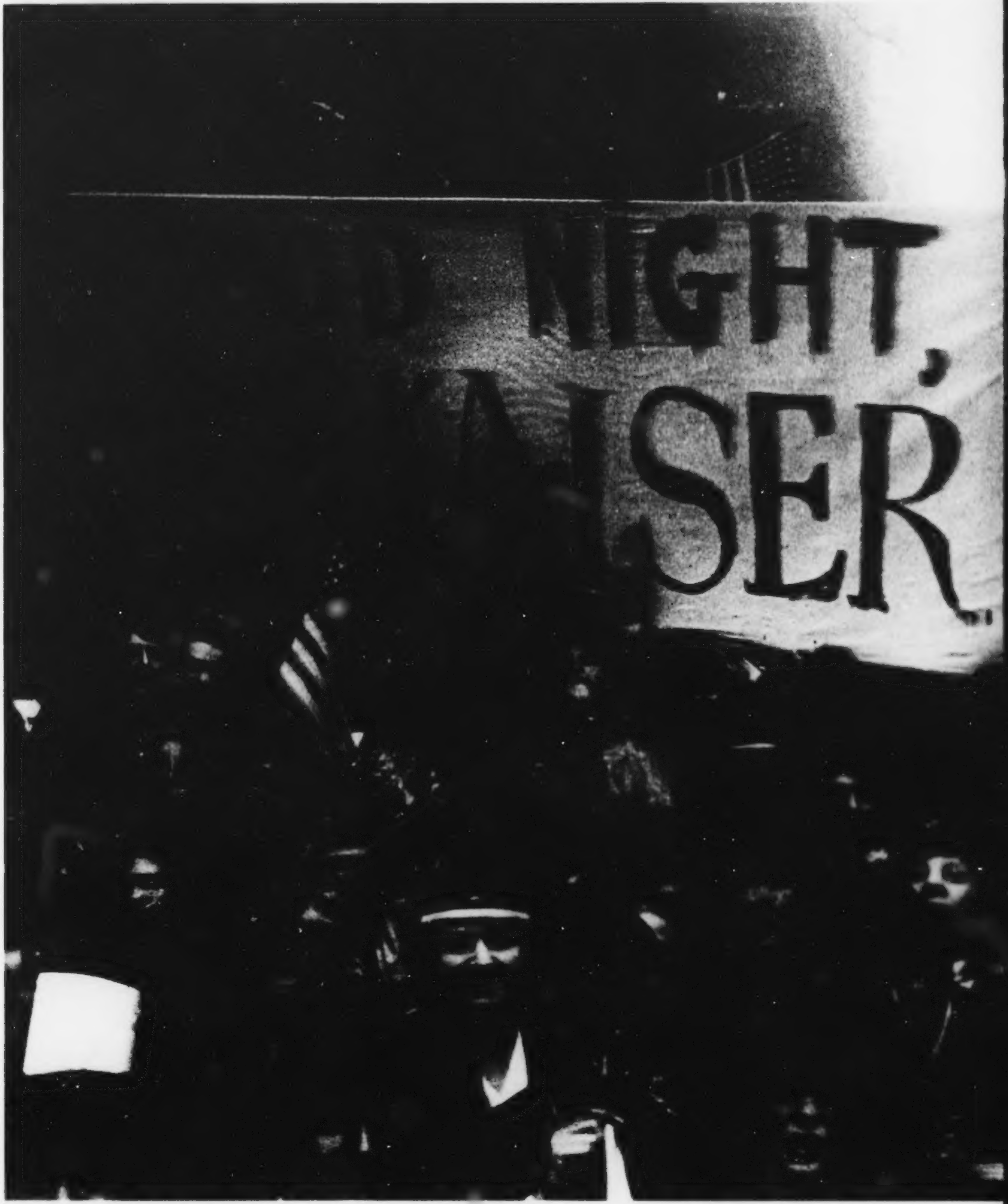
The National Archives

American Red Cross lice disinfecting station set up in eastern Europe to save the lives of hundreds-of-thousands of women and children from starvation, disease and exposure.

PBS VIDEO

Survivors of the Russian famine during the first four years following the Great War.

PBS VIDEO



The National Archives

Americans rally to support their nation, their troops and their allies against "Kaiser Bill".

PBS VIDEO

Hoover Institution Archives

To relax and relieve the stress of the front lines, soldiers were regularly moved to the rear of the Western Front. This picture portrays British soldiers dressed up for a skit. Due to the absence of women this close to the front, men played female parts of selected plays and skits.

PBS VIDEO

The Imperial War Museum

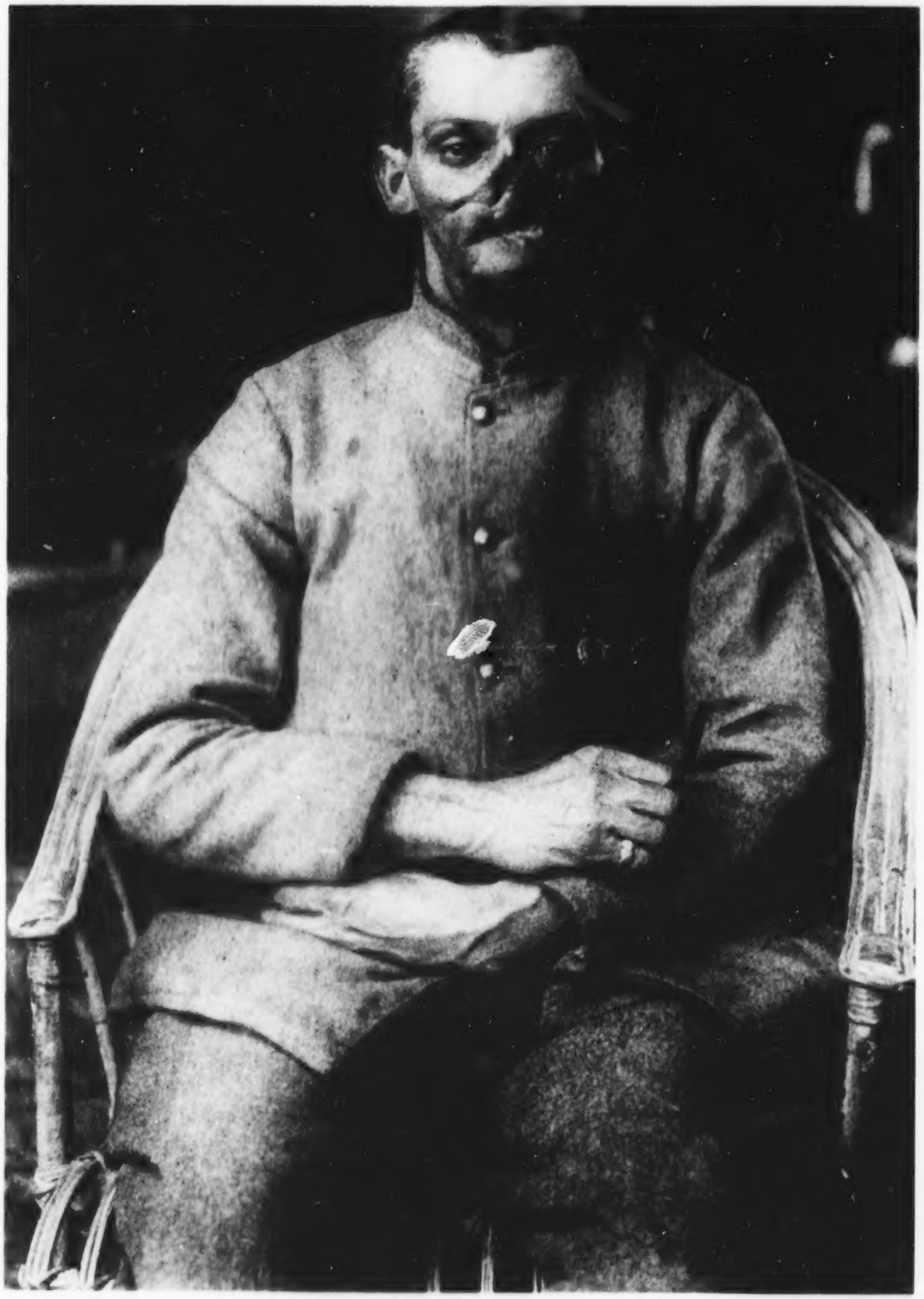
Tens-of-thousands of men on both sides lost arms and legs during the war. These men were constant reminders of the violence and destruction of the war.

PBS VIDEO

The Imperial War Museum

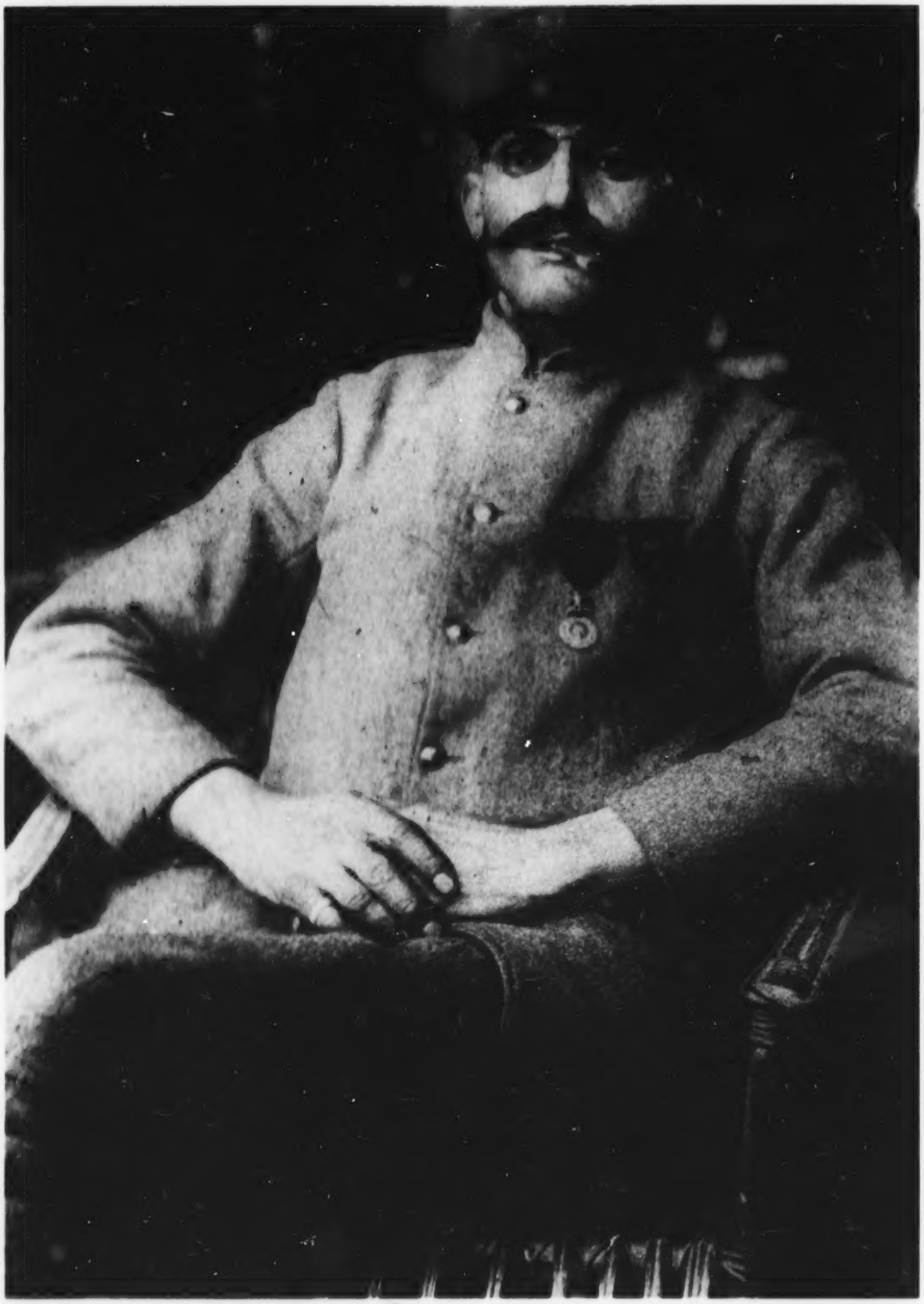
Machine gunners with gas masks.

PBS VIDEO



The Imperial War Museum

A photo of one French soldier who became a "man without a face". Facial injuries such as this were common during the war, and thousands had disfiguring head and face wounds.



The Imperial War Museum

Remarkable sculpture. The "man with no face" in the photo to the left after facial surgery. In many instances, the surgery included constructing permanent masks that were incorporated onto the man's face.

PBS VIDEO

The Imperial War Museum

A typical British trench during a lull in the fighting and bombardment. Note the high wall behind the soldier as well as all the materials in and around the trench.

PBS VIDEO

The Imperial War Museum

Africans were recruited in the British colonies and shipped to fight on the Western Front. These Zulu warriors are shown entertaining British soldiers at the rear of the Western Front. On other days, these same warriors were in uniform in the trenches at the front.

PBS VIDEO

The Imperial War Museum